ED 422 459 AA 001 301

Resources in Education (RIE). Volume 34, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 422 460 CE 076 499

Bernhardt, Annette; Morris, Martina; Handcock, Mark; Scott, Marc
Work and Opportunity in the Post-Industrial Labor Market. IEE Brief Number 19.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Russell Sage Foundation, New York, NY.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Career Development; *Education Work Relationship; *Employment Opportunities; Employment Patterns; Labor Market; Labor Turnover; *Occupational Mobility; Salary Wage Differentials; *Tenure; *Wages

One of the most pressing questions facing researchers and policy makers today is how economic restructuring has affected the nature of work and mobility in the United States. Emerging research has begun to focus on analyses of longitudinal datasets, taking up such questions as whether wage growth has deteriorated and whether the rate of job changing has increased. A study compared two cohorts of young men from the National Longitudinal Surveys. The original cohort entered the labor market in the late 1960s at the tail of the economic boom and was followed through the 70s decade; the recent cohort entered the labor market in the early 1980s after the onset of economic restructuring and was followed through the early 90s. The research design observed both cohorts for 16 years at exactly the same ages--respondents were in their late teens and early 20s at the start of the survey and in their mid-30s by

ED 422 478 CE 076 997

Brown, Bettina Lankard
Learning Styles and Vocational Education Practice. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Techniques; *Cognitive Style; *Educational Practices; Educational Research; Educational Theories; Learning Processes; Secondary Education; *Student Evaluation; *Theory Practice Relationship; *Vocational Education

Learning styles and the creation of effective learning environments are of emerging significance in education as the changing nature of work requires higher-order thinking skills. Although learning style may be simply defined as the way people come to understand and remember information, the literature is filled with more complex definitions of the term that tend to reflect the perspectives of different learning styles inventories. Learning style patterns are also defined in various ways. For example, they may be categorized according to perceptual, cognitive, and affective dimensions. The perceptual dimension of learning is influenced by physical and sensory elements that reflect the body's response to external stimuli. Cognitive styles of learning are learners' ways of receiving, storing, processing, and transmitting information. The affective dimension of learning encompasses all aspects of personality, with personality dictating how an individual acquires and integrates information. Finding ways to address different students' learning styles is a challenge. Vocational educators have a history of varied instructional practices through their promotion of hands-on learning and knowledge transfer. The advent of constructivism has expanded this tradition. A number of techniques that vocational educators can use to promote concepts of brain-based learning have been identified. (Contains 13 references) (MN)

ED 422 479 CE 077 000

Watts, A. G.
Strategic Directions for Careers Services in Higher Education. NICEC Project Report.
SPONS. AGENCY- Association of Graduate Careers Advisory Services, Sheffield (England).
PUB DATE- 97
NOTE- 60p.; "An independent consultative report prepared for the Association of Graduate Careers Advisory Services."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Planning; Check Lists; College Programs; *College Role; Cooperative Planning; Education Work Relationship; Educational Policy; *Employment Services; Foreign Countries; Higher Education; Information Technology; Labor Market; Lifelong Learning; Models; Partnerships in Education; *Program Design; *Strategic Planning
IDENTIFIERS- *United Kingdom

Higher education career services are more strongly developed in

ED 422 492 CE 077 015

Mold Making Series. Educational Resources for the Machine Tool Industry. Course Syllabi, Instructor's Handbook, and Student Laboratory Manual.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.

PUB DATE- 98

NOTE- 1508p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.

LANGUAGE- English

EDRS Price- MF12/PC61 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; Computer Assisted Design; *Computer Assisted Manufacturing; Consortia; Curriculum Design; Curriculum Guides; Employment Qualifications; Entry Workers; Equipment Utilization; Job Skills; Learning Activities; Learning Modules; *Machine Tool Operators; Machine Tools; Manufacturing Industry; Numerical Control; Postsecondary Education; *Production Technicians; *Technical Education; Vocational Education

IDENTIFIERS- DACUM Process; *Moldmaking

This package consists of a course syllabi, an instructor's handbook, and a student laboratory manual for a 2-year vocational training program to prepare students for entry-level employment as mold makers. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with 10 duties (and supporting technical workplace competencies): practice safety; apply mathematical concepts; interpret engineering drawings and control documents; recognize different manufacturing materials and processes; measure/inspect; perform conventional machining; perform advanced machining; program using CAM (computer-aided manufacturing) system; use computers; and build/repair/modify molds. The first volume contains the justification, documentation, and course syllabi for the courses. Each syllabus contains the following: course description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The two-volume instructor's handbook consists of technical training modules that include some or all of the following: time required; duty; task; objective(s); instructional materials list; references; student preparation; introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed for each task box on the competency profile. The student laboratory manual contains a DACUM chart and learning modules for duties A-J. Each module in the student manual includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (MN)

ED 422 493 CE 077 016

ED 422 509 CE 077 041

Felstead, Alan
Output-Related Funding in Vocational Education and Training. A Discussion Paper and Case Studies.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Educational Finance; *Educational Policy; *Financial Support; Foreign Countries; Policy Formation; Postsecondary Education; Program Effectiveness; Secondary Education; *Vocational Education
IDENTIFIERS- *European Union; *Outcome Related Funding; United Kingdom; United States

The benefits of and issues associated with output-related funding (ORF) were assessed by examining the use of ORF in vocational education and training (VET) in the European Union and the United States. Data were gathered in the following ways: several online bibliographic searches; consultation with 54 experts, including VET researchers, national policymakers, and lobbyists; CEDEFOP requests for information from organizations and individuals; and traditional library searches. ORF was defined as basing funding on outputs produced, which are generally measured in terms of the achievement of qualifications for school-based training and/or job attainment. The emphasis given to ORF in the VET programs examined ranged from 75% (the United Kingdom's Training for Work program) to 5% (Job Training Partnership Act programs). ORF was determined to offer the following benefits: gives training providers more flexibility in the type of provision offered; enhances improvements in performance; increases value for money by providing incentive to fulfill certain achievements and discouraging "time-serving" in training, which does not lead to outcomes; and simplifies administration and clarifies audit requirements. ORF's success in achieving efficiency, reducing administrative costs, and enhancing accountability could not be determined unequivocally because it was rarely used as the sole instrument of performance management. (57 references) (MN)

ED 422 510 CE 077 048

Roberts, Brandon; Padden, Jeffrey D.
Welfare to Wages: Strategies To Assist the Private Sector To Employ Welfare Recipients.
PUB DATE- 98
NOTE- 93p.; "With assistance from David Gruber, Eric Lawson, Lisa Plimpton, Joy Whitten. For a companion volume of case studies, see CE 077 049.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; *Business Responsibility; Employment Patterns; Employment Practices; *Employment Services; *Job Placement; Job Skills; Labor Market; Labor Needs; Partnerships in Education; *Personnel Selection; *Private Sector; *Welfare Recipients; Welfare Services
IDENTIFIERS- Welfare Reform; *Welfare to Work Programs

This report explores how private sector employers are reacting to, responding to, and participating in welfare-to-work (WTW) efforts. Chapter 1 explains the study background and approach. Chapter 2 examines the environment, perspectives, experiences,

ED 422 527 CE 077 092

Trade Unions and Adult Guidance: Case Studies of Best Practice.
PUB DATE- 98
NOTE- 71p.; Some pages contain light type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Programs; *Career Counseling; Case Studies; Cooperative Planning; *Counseling Services; *Counseling Techniques; Education Work Relationship; Educational Practices; Employer Employee Relationship; Foreign Countries; Government School Relationship; Guidance Programs; Innovation; Job Skills; Partnerships in Education; Postsecondary Education; Program Development; Program Effectiveness; *School Counseling; Skill Development; *Unions
IDENTIFIERS- Denmark; National Vocational Qualifications (England); *United Kingdom

Best practices in trade union-sponsored adult guidance programs were identified through five case studies in the United Kingdom and one in Denmark. The case studies from the United Kingdom focused on the following: a partnership between local trade unions and a city center education guidance service supported by a local college of further and higher education, city council, and local training and enterprise council; a national initiative aimed at employees who would otherwise be unlikely to receive training at work, left school at the earliest opportunity, and have few prospects for advancement; a partnership between a university and a local training partnership to provide careers guidance to union members faced with layoffs; a union-management partnership to promote employee "ownership" of learning and ensure that employees develop the skills needed to obtain employment in the event of layoffs; and a trade union-management partnership to help workers achieve National Targets for Education and Training and increase industry understanding and use of National Vocational Qualifications. The Danish case study chronicled union participation in determining the content and methodology of a state-funded training scheme allowing employees with few qualifications to have access to individually tailored adult education and vocational training programs lasting 4-36 weeks. (MN)

ED 422 528 CE 077 101

Belfiore, Mary Ellen, Ed.
Chronicling the Learning Curve: Workplace Education Instructors Share Their Stories.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; American Indians; *Basic Skills; Communication Skills; Cultural Differences; *Education Work Relationship; Educational Needs; Educational Practices; Foreign Countries; *Literacy Education; Numeracy; On the Job Training; Personal Narratives; Rural Areas; Rural Education; *Teacher Attitudes;

ED 422 547 CG 028 654

Stoycheva, Katya
Ambiguity Tolerance: Adolescents' Responses to Uncertainty in Life. Research Report, September 1996-December 1997.
PUB DATE- 98
NOTE- 79p.; Research received funding from Johann Jacobs Foundation of Switzerland.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (To Environment); Adolescents; *Ambiguity; Foreign Countries; *Individual Development; Secondary Education; Secondary School Students; Standardized Tests; *Student Development
IDENTIFIERS- *Ambiguity Tolerance; *Miller Analogies Test

Adolescents today have to live with incoherence for longer periods than before, and that makes ambiguity tolerance a socially significant personality dimension. Studies of the development of ambiguity tolerance in adolescents are reported. The pilot study, "Adaptation of MAT-50 for Use with Bulgarian Population," involves translation and adaptation of the test for use in Bulgaria. Analysis of the pilot data is discussed. Study 1, "Cross Sectional Analysis of the Development of Ambiguity Tolerance in the Age Interval 15-25 Years," provides insight into the psychometric characteristics of the MAT-50/BG-2 and reports on differences in ambiguity tolerance related to subjects' sex, age, and education. Study 2, "How Ambiguity Tolerant Adolescents Compare with Those Who Are Intolerant of Ambiguity on Different Cognitive and Personality Characteristics," reports on selection of the group of high and low ambiguity tolerant adolescents. Study 3, "How the Attitudes of Teachers and Parents Influence the Development of Ambiguity Tolerance in Adolescents," addresses the differences in ambiguity tolerance related to subjects' sex, age and settlement; differences in AT-AInT values and parents' self-reported AT-AInT encouragement; and relationships between students' ambiguity tolerance and parents' self-reported AInT encouragement. Results and conclusions are discussed with emphasis on the educational implications of ambiguity tolerance. The Parents-Teacher Ambiguity Tolerance Survey is appended. (Contains 23 references and numerous tables and figures.) (EMK)

ED 422 548 CG 028 655

Sousa, Joyce B.; Peacock, Turhan; Sousa, Ronald W.
Stop the Madness! A Quick and Effective Guide to Interrupting Irresponsible Behavior in Any Setting: Home, School, the Workplace, Corrections, Treatment and Counseling Centers.
PUB DATE- 98
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Adjustment (To Environment); *Behavior Patterns; Behavior Problems; Cognitive Restructuring; *Counseling Techniques; Elementary Secondary Education; Intervention; Problem Children; *Responsibility

Techniques are presented for interrupting and dealing with

ED 422 566   CS 216 440

Rosenbaum, Nicole M.
Listserves: Adding New Complexities to the Classroom.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Higher Education; Learning Processes; Listservs; Student Participation; Teacher Role; *Teacher Student Relationship; Writing Instruction
IDENTIFIERS- *Discourse Communities

A student's participation on two listserves added new depth and new complexities to her overall learning process. The listserves (one just for her composition class at California State University San Bernardino and one that linked her class to two other composition classes at distant universities) created a community of people who had access to a rich common discourse. The listserves created a space where additional ideas were introduced, things brought up in class were developed, and dialogues between students ensued. The listserves also took some of the control away from the instructors and allowed students to think critically and respond without formal direction. The listserves were also a place for clarification of terms, expression of an individual's ideas, and more lengthy definitions which class time could not accommodate. A sense of community was created through discussions and interactions on the listserves. The listserve community was not without its difficulties. Problems included: not remembering who belonged to which class and which e-mail address; the large quantity of e-mail which the list produced at times; and the possibility for miscommunication between people who were unable to see the visual cues which aided in interpreting meaning in normal face-to-face conversations. (Contains 40 references.) (RS)

ED 422 567   CS 216 441

Hollander, John
The Work of Poetry.
PUB DATE- 97
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Expression; Creative Writing; *Literary Criticism; *Literary History; *Poetry; *Poets; Reader Text Relationship
IDENTIFIERS- Author Text Relationship; Poetic Forms; *Poetics; Poetry Workshops

Asking the question "What Is Poetry?" these essays seek out the art of true poetry--differentiating between facile novelty and genuine originality; asserting the poet's ability to question and lay bare reality; and demonstrating the subtle power of language in the "fruitful ambiguities" of its most ordinary parts, such as the preposition "of." Surveying an extraordinary range of poets, many of the 23 essays have been published

ED 422 585 CS 216 477

Ippolito, Maria F.; Tweney, Ryan D.

The Cognitive Evolution of Novelist Virginia Woolf: The Journey to "Jacob's Room," Her First Experimental Novel.

PUB DATE- 97

NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Authors; *Cognitive Development; Diaries; *English Literature; Novels; Reading Habits; *Self Actualization; *Self Efficacy; *Twentieth Century Literature; Writing Processes

IDENTIFIERS- Experimentalism; *Woolf (Virginia)

This paper briefly explores the related enterprises that assisted Virginia Woolf in her effort to re-form the English novel to include, not only the deeds, but the thoughts of her characters. Among these enterprises were Woolf's diaries, which she utilized to practice writing, work out her writing philosophy, and collect observations which would be refined and later included in her novels and short stories. Woolf, who had little formal education, read widely and extensively; she viewed reading thoughtfully as laying the groundwork for writing well and vice versa. Woolf's ability to read critically eventually led to her first publication, a book review. She continued to write essays for the rest of her life, although she always viewed her non-fiction writing as secondary to her novels. Woolf and her husband Leonard also founded a publishing company, the Hogarth Press. The Press not only published Woolf's non-fiction and fiction-writing, beginning with her third novel ("Jacob's Room"), but also published the innovative works of other authors. In addition to Woolf's diaries, reading, non-fiction writing, and publishing activities, she also wrote a series of short stories or sketches experimenting with form and perspective. It was the skills and strategies developed during her writing apprenticeship and the techniques devised in her experimental sketches that Woolf relied on to write her experimental novels beginning with "Jacob's Room," Woolf's first experimental novel. (Contains 23 references.) (Author/NKA)

ED 422 586 CS 216 478

Ngeow, Karen Yeok-Hwa

Enhancing Student Thinking through Collaborative Learning. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 98

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Group Activities; Group Instruction; Language Arts;

ED 422 605 EA 029 140

Flanders, Anne K.; Wick, John
Individual and Organizational Learning during Systemic School Improvement.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). Document contains light type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *Change Strategies; Educational Assessment; *Educational Change; *Educational Improvement; Elementary Secondary Education; Outcomes of Education; Time Factors (Learning)
IDENTIFIERS- *Systemic Educational Reform

To explore the degree to which schools change, an analysis of how systemic participants (external agencies, the school, and individuals in the school) facilitate or constrain the rate of change is offered. Change, or learning, was assessed by following schools' and reviewers' use of an accrediting agency's criteria for school improvement, in this case, expectations for the improvement of student learning set by schools initiating Outcomes Accreditation (OA) with the North Central Association. OA is based on meeting criteria for the improvement of student learning. Therefore, setting rigorous goals for improved learner outcomes was the primary focus of schools' activities leading up to implementation in the school. Schools participating in field testing prior to the formalization of OA guidelines provided a baseline for comparisons. Assimilation and use of OA criteria in goal statements and peer evaluations were assumed to be an indicator of organizational and individual learning. Three questions guided the research: Did the schools and peer reviewers learn to use the criteria? How does change in use of the criteria develop? and Did school characteristics or factors in the school's environment facilitate or constrain the rate of change? Results revealed that time was the most important ingredient for improved use of the criteria by schools and by reviewers. Two appendices feature improvement target areas and a template used to assess goals and compliance. (Contains 22 references.) (RJM)

ED 422 606 EA 029 151

Freidus, Helen; Grose, Claudia
Implementing Curriculum Change: Lessons from the Field.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Curriculum Design; *Curriculum Development; *Educational Change; Educational Cooperation; Educational Experience; Elementary Secondary Education; Literacy; *Outcomes of Education; *Teacher Characteristics
IDENTIFIERS- New England

This paper explores the ways in which the process of assuming the

ED 422 625 EA 029 301

Noer, David M.
Breaking Free: A Prescription for Personal and Organizational Change.
PUB DATE- 97
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Change; *Change Strategies; Coping; Defense Mechanisms; *Leadership; Learning Readiness; *Organizational Climate; Personality Traits; Resistance to Change; Work Environment

Ways in which organizations can break free from counterproductive reactions are outlined. The text is divided into four parts and opens with a discussion on how to deal with a new reality. It details ways in which groups strive for cohesion, introducing a model that outlines the differences people have in their capacity for changing and their comfort with change. Part 2 focuses on the different kinds of personality types revealed by change: the overwhelmed response (a low capacity for changing combined with a low comfort with change); the entrenched response (a high capacity for change combined with a low comfort level); the "BSer" (comfortable with change but resists it); and learners (high comfort with change and an equally high ability to change). Part 3 offers advice on how organizations can identify, cope with, and remedy resistance and discomfort to change, whereas part 4 examines leadership, showing how leadership, especially the leader's role in any transition, is a shared process. Two appendices define common terms used in the text and trace the development and evolution of the personality model used here. (Includes an index and 67 references.) (RJM)

ED 422 626 EA 029 303

Tornow, Walter W.; London, Manuel
Maximizing the Value of 360-Degree Feedback: A Process for Successful Individual and Organizational Development.
PUB DATE- 98
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Feedback; Human Resources; *Individual Development; Management Systems; *Organizational Development; Organizational Effectiveness; *Organizational Theories; *Performance Based Assessment
IDENTIFIERS- *360 Degree Feedback

Ways in which organizations can enhance their use of "360-degree feedback" are presented. The book begins with a review of the process itself, emphasizing that 360-degree feedback should be a core element of self-development. The book is divided into three parts. Part 1 describes how to maximize the value of the process for individual development, defining the process and providing information on how its basic elements can be enhanced

ED 422 646 EA 029 331

How To File a Discrimination Complaint with the Office for Civil Rights. 1998 .
PUB DATE- 98
NOTE- 5p.; For the 1995 edition, see ED 402 647.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Law; *Civil Rights; Educational Discrimination; Elementary Secondary Education; *Equal Education; *Grievance Procedures

The Office for Civil Rights (OCR) enforces five Federal statutes that prohibit discrimination in any program or activity that receives Federal financial assistance from the Department of Education (ED). The process for filing a complaint is outlined in this brochure. It includes information on the timeliness of the complaint, institutional grievance procedures, and where to write to initiate a complaint. Details on what to include in a discrimination complaint are provided for those wishing to file a formal complaint with OCR, and it is emphasized that a recipient of a complaint may not retaliate against a person initiating the complaint. Anyone who believes that any educational institution supported by the (ED) has discriminated against someone on the basis of race, color, national origin, sex, disability, or age may file a complaint. The civil rights law enforced by OCR extends to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries, and museums receiving assistance from the ED. (RJM)

ED 422 647 EA 029 333

O'Neil, John, Ed.; Willis, Scott, Ed.
Transforming Classroom Practice. The Best of ASCD's "Update" Newsletters.
PUB DATE- 98
NOTE- 290p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Classroom Environment; *Constructivism (Learning); Early Childhood Education; Educational Change; Educational Innovation; Elementary Secondary Education; Inclusive Schools; Interdisciplinary Approach; Learning Strategies; Thinking Skills; *Values Education
IDENTIFIERS- *Association for Supervision and Curriculum Devel; Problem Based Learning

A consistent lesson from the literature on school change is that no single method exists for improving schools. In that spirit, this book presents a collection of short articles that address a wide sampling of ideas and trends in educational change. All the articles were originally published in "Education Update," the official member newsletter of the Association for Supervision and Curriculum Development, and "Curriculum Update," a quarterly supplement focusing on trends and issues in curriculums. The volume is divided into 12 parts. It focuses on bilingual education and English as a Second Language

ED 422 666 EA 029 353

Office for Civil Rights. Annual Report to Congress, Fiscal Year 1992.
PUB DATE- 93
NOTE- 59p.; For the 1991 report, see ED 421 804.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Civil Rights; Disability Discrimination; Educational Discrimination; Elementary Secondary Education; *Equal Education; Higher Education; Law Enforcement; Sex Discrimination; *Student Rights
IDENTIFIERS- *Office for Civil Rights

In May 1993, the Office of Civil Rights (OCR) set a new national agenda to provide meaningful access to education for all students. To elaborate on OCR actions prior to this initiative, the department's civil rights activities from October 1, 1991, to September 30, 1992, are presented here. The report is divided into five chapters. Chapter 1, which provides an overview of the OCR, focuses on enforcement strategies, organizational structure, compliance, management initiatives, and workload trends. The national enforcement strategy, outlined in chapter 2, includes analysis of ability grouping, discrimination in athletics, racial harassment, and other issues. Chapter 3 concentrates on elementary and secondary education issues and analyzes sex discrimination, race/national-origin discrimination, and disability discrimination; these same issues for postsecondary education are explored in chapter 4. The last chapter, looking at topics involving other institution types, discusses correctional institutions, employment practices, and the provision of services and benefits. The report finds that during the period under review there was a passive approach to civil rights enforcement with little or no policy guidance provided. It is claimed that, on the whole, underserved populations, such as racial-minority students and limited-English-proficient students, were neglected by the OCR. (RJM)

ED 422 667 EA 029 354

Office for Civil Rights. Annual Report to Congress, Fiscal Year 1993.
PUB DATE- 94
NOTE- 22p.; For the 1992 report, see EA 029 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Civil Rights; Disability Discrimination; Educational Discrimination; Elementary Secondary Education; *Equal Education; Higher Education; Law Enforcement; Sex Discrimination; *Student Rights
IDENTIFIERS- *Office for Civil Rights

The Office of Civil Rights (OCR) enforces the laws that prevent discrimination on the basis of race, national origin, sex, disability, and age in America's schools, colleges, and universities. To gauge how the department is fulfilling that mission, a description of the OCR's policy-guidance efforts, complaint investigations, and enforcement activities from October 1, 1992, through September 30, 1993, is provided here. The report focuses on: OCR policy guidance on age and race

ED 422 685 EC 306 644

O'Dea, Donna
Improving Reading and Decoding Skills through the Use of Multisensory Teaching Strategies.
PUB DATE- 98
NOTE- 47p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Auditory Perception; *Decoding (Reading); High Schools; *Instructional Effectiveness; Intervention; *Learning Disabilities; *Reading Comprehension; *Reading Difficulties; *Remedial Reading; Self Evaluation (Individuals); Sensory Integration; Teaching Methods
IDENTIFIERS- *Auditory Discrimination in Depth Program; Kaufman Test of Educational Achievement

This paper describes a project for improving the reading and decoding skills of 23 high school students with reading learning disabilities. The targeted population consisted of high school students in a suburban community in the Midwest. The project used Auditory Discrimination in Depth, which is a multisensory program that develops auditory-perceptual skills basic to self-correction in speech, spelling, and reading. This program focuses on integrating sensory feedback from the eye, ear, and mouth to track the correspondence between the sound patterns of oral language and the alphabetical patterns of written language. The program was implemented for 18 weeks, 5 days a week, 55 minutes a day. Comparison of pre- and post-testing on the Kaufman Test of Educational Achievement (subtests reading decoding and reading comprehension) found an average growth in reading comprehension of 1.0 years in 18 weeks of instruction and in reading decoding, a growth of approximately 6.5 months. Improved attitudes toward reading were also observed. Individual sections of the report explain the problem and school context, analyze possible causes, review the literature, detail the action plan, and report on methods of assessment and project results. Appendices include a participation consent form, pretest and posttest reading scores, and an action research journal form. (Contains 28 references.) (DB)

ED 422 686 EC 306 648

Horne, Richard L.; Thuli, Kelli J.
School to Work Fact Sheets: Making School to Work Opportunities Happen for Youth with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130)
DESCRIPTORS- Communication Skills; Definitions; *Disabilities; *Education Work Relationship; Educational Legislation; *Federal Legislation; Inclusive Schools; Interpersonal Relationship; School Business Relationship; Secondary Education; *Transitional Programs

ED 422 703   EC 306 680

Brasch, Marilyn; Boespflug, Pam
Teaching Language Concepts to Multihandicapped Deaf Students.
PUB DATE- 98
NOTE- 4p.; Paper presented at the California State University Northridge Conference on Technology and Persons with Disabilities (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Communication Skills; *Concept Formation; *Deafness; Educational Technology; Elementary Education; *Instructional Materials; Intervention; *Language Acquisition; *Multiple Disabilities; Parent Teacher Cooperation; Preschool Education; Severe Disabilities; Teaching Methods

This brief paper offers suggestions for parents and teachers working together to develop meaningful communication skills in deaf multihandicapped children. An intervention program developed by Jan VanDijk is described. This program involves the use of environmental engineering to teach language concepts with materials such as a calendar box with partitions containing pictures or objects to help the child understand his/her daily routine, a communication triangle to help the child learn to signal his wishes by gazing, pointing, signing, or speaking, and an experience book or journal that goes back and forth between school and home to encourage the child to tell about his experiences. The paper also recommends useful resources for these children such as a digital camera, some computer software image collections, and overlays to adapt the computer keyboard. (DB)

ED 422 704   EC 306 683

Culbertson, William R.; Tanner, Dennis C.
The Power of the Internet: Training Speech Pathology Assistants on Indian Reservations.
PUB DATE- 98
NOTE- 5p.; Paper presented at the California State University Northridge Conference on Technology and Persons with Disabilities (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *American Indians; Distance Education; Electronic Mail; Elementary Secondary Education; *Internet; *Language Impairments; Outreach Programs; Paraprofessional Personnel; Rural Areas; *Speech Impairments; *Speech Language Pathology; Telecommunications; Training Methods
IDENTIFIERS- Arizona; Native Americans

This paper describes a pilot project to train rural native American paraprofessional personnel to deliver routine speech-language services to children under the overall supervision of a certified professional. The program had three components: on-site visits, desk-top conferencing, and distance training. The program was implemented at one reservation school in Arizona with a caseload of 38 students and one trainee. Faculty and graduate students initially visited on-site to evaluate

ED 422 722 FL 025 406

Lin, Lingfen
A Comparison of How Balanced Bilingual and Pseudo-Bilingual Students, Who Are Second-Generation Chinese-Americans, Develop and Maintain the Native Language while Learning English.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; *Bilingualism; Child Language; *Chinese; *English (Second Language); Grade 5; Intermediate Grades; Interviews; *Language Attitudes; Language Dominance; *Language Maintenance; Language of Instruction; *Language Role; Language Usage; Parent Attitudes; Surveys

A study investigated factors in Chinese language maintenance among balanced and pseudo-bilinguals who are second-generation Chinese-Americans. Subjects were 12 fifth-grade students in a Chinese-language school; half were balanced bilinguals (proficient in both languages) and half were pseudo-bilinguals (those in whom skills are more developed in one language than in the other). The children and their parents were administered a survey and interviewed. Analysis of results suggests parents have very strong differences in their reason for wanting to educate their children in two languages. Parents of balanced bilinguals tended to provide many more varieties of language input, and at some point in time, immerse their children in Chinese-speaking countries. Balanced bilingual children tend to believe in (1) putting more effort into learning two languages and (2) the fun of being bilingual. Findings may assist educators and immigrant families in increasing understanding and practices for raising children to be balanced bilingual. (MSE)

ED 422 723 FL 025 410

Kliffer, Michael D.
Inalienable Possession in Mandarin.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Grammar; Language Patterns; Language Research; Linguistic Theory; *Mandarin Chinese; *Nouns; *Semantics

Inalienable possession (iposs) in Mandarin Chinese has traditionally been thought restricted to associative (genitive) phrases where the possessor is juxtaposed to the possessum. In addition to such phrases, this analysis looks at five other possibilities where intrinsically relational nouns arise: zero anaphora; double subjects; passive of bodily effect; discontinuous possessor construction; and retained object construction. In each case, the discussion involves meaning differences with regard to the genitive construction and the semantics of participating nouns. Although body parts and kin terms, the most typical inalienables, are each found in nearly all six structures, the presence of peripherally inalienable terms such as personal effects and even inalienable tokens

ED 422 744   FL 025 446

von Schmidt, Wolff
Culturally Based Standards, Curricula and Testing in Foreign Language Teaching.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *College Second Language Programs; Curriculum Design; *Declining Enrollment; Educational Trends; Higher Education; *Language Enrollment; *Language Tests; Second Language Instruction; *Second Languages; Trend Analysis

A discussion of the current direction of second language instruction looks at the decline in college language enrollments, possible reasons for the decline, and efforts to adapt course offerings and curriculum format to current educational goals. Three factors in re-directing second language teaching are highlighted: establishment of standards for language curricula and learner performance, including both the standards set by the profession and general educational quality standards now in the public focus; curriculum design, including articulation and teaching methodology; and innovation in language testing. It is concluded that a pessimistic outlook concerning second language teaching is misdirected and inappropriate, and that the profession does indeed have direction toward a new age of language teaching and learning. (Contains 16 references.) (MSE)

ED 422 745   FL 025 451

Teng, Huei-Chun
A Study of EFL Listening Comprehension Strategies.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Convention and Exposition of the Teachers of English to Speakers of Other Languages (Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Freshmen; College Students; *English (Second Language); Foreign Countries; Higher Education; Language Research; *Learning Strategies; *Listening Comprehension; *Listening Skills; Second Language Instruction; Second Language Learning
IDENTIFIERS- Taiwan

A study investigated the English-as-a-Foreign-Language (EFL) listening comprehension strategies used by university students in Taiwan. The subjects, 51 freshmen at National Yunlin University of Science and Technology with a low-intermediate level of English language skills, were administered a test of listening comprehension (questions appended) and a questionnaire (appended) concerning their patterns of use of 52 listening comprehension strategies. Results indicate that among the six categories of listening strategies, those characterized by compensation techniques were most often used by the students. Among all 52 strategies, "paying attention" and "translating" were the individual strategies most commonly used. In addition, effective listeners used significantly more

ED 422 765 HE 031 360

Pruitt-Logan, Anne S.; Gaff, Jerry G.; Weibl, Richard A.
The Impact: Assessing Experiences of Participants in the Preparing Future Faculty Program, 1994-1996. Preparing Future Faculty. Occasional Paper No. 6.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 13p.; For other documents in the "Preparing Future Faculty" program, see HE 031 354-359.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Career Planning; *College Faculty; College Instruction; *Cooperative Programs; *Educational Attitudes; *Faculty Development; *Graduate Students; *Graduate Study; Higher Education; Partnerships in Education

This study examined the effectiveness of the Preparing Future Faculty (PFF) program, initiated in 1994 to bring together clusters of doctoral institutions and partner undergraduate colleges to plan programs that introduce graduate students to faculty life in a variety of campus environments and help them become better instructors. Follow-up surveys involving a total of 706 graduate students, faculty, and administrators were conducted in 1995 and 1996 to examine the effectiveness of the approaches used in PFF. It was found that the vast majority of the participants were supportive of the program, and that the benefits to graduate students were considerable. Although faculty at both doctoral institutions and partner undergraduate institutions who were involved in the program were overwhelmingly supportive, the former were less so than the latter. Future challenges to PFF programs include the need to clearly identify responsibilities among institutions and individuals, to secure adequate funding, to view PFF not simply as an add-on to existing doctoral programs but as an integral part of the program itself, and to have an impact on graduate students' ability to work with a diverse mix of undergraduates. (MDM)

ED 422 766 HE 031 449

Towards a Greater Understanding of the State's Educational Equity Policies, Programs, and Practices.
PUB DATE- 98
NOTE- 56p.; A compilation of the following seven issues of the serial "Higher Education Update" and their accompanying fact sheets: UP/97-02 (Apr); UP/97-3 (Jun); UP/97-4 (Aug); UP/97-5 (Oct); UP/97-8 (Dec); UP/98-1 (Feb); UP/98-5 (Jun). Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Demography; *Educational Policy; *Educational Practices; *Equal Education; Futures (of Society); *Higher Education; Long Range Planning; *Statewide Planning
IDENTIFIERS- *California

This series of seven issues of this publication explores California's educational equity policies, programs, and practices. Each of the first six issues includes one major article and a fact sheet; the final issue updates the series and presents a set of options for the state's consideration. Titles of the first six issues are: (1) "Toward a Greater

ED 422 784 HE 031 513

Direct Loan School Guide, 1998-1999. A Better Way To Borrow. The
William D. Ford Federal Loan Program.
PUB DATE- 98
NOTE- 501p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; Compliance (Legal); *Eligibility; Federal Programs; Financial Support; *Government School Relationship; Higher Education; *Recordkeeping; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending; *Federal Direct Student Loan Program

This guide for postsecondary education institutions provides guidelines for administering the William D. Ford Federal Direct Loan Program. Chapter 1 describes general participation and origination criteria. Chapter 2 describes the electronic support the Department of Education provides, including information on Electronic Data Exchange (EDE), EDExpress, and the direct loan component of EDExpress. Chapter 3 describes information available to schools and students via the department's Direct Loan web site. Chapter 4 offers guidance on explaining the Direct Loan program to borrowers and potential students. Chapter 5, on establishing student eligibility, describes the application process, determination of loan amounts, and loan monitoring. Chapter 6 explains the process for creating origination records and promissory notes and transmitting them to the Direct Loan Origination Center for action. Chapter 7 describes the procedures for making Direct Loan fund requests, disbursing funds, and reporting disbursements. Reconciliation accounting is discussed in chapter 8; and chapter 9 provides a brief discussion of the Student Status Confirmation report process. Chapter 10 covers issues related to servicing and problem resolution. The final chapter describes the Direct Loan Quality Assurance Program. The 26 appendices include sample copies and detailed explanations of various application forms and statements and sample letters.(DB)

ED 422 785 HE 031 514

Finkelstein, Martin J.; Seal, Robert K.; Schuster, Jack H.
The New Academic Generation: A Profession in Transformation.
PUB DATE- 98
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Curriculum; *College Faculty; *Demography; *Diversity (Faculty); Educational Trends; Futures (of Society); Higher Education; Minority Groups; Multicultural Education; Questionnaires; Tables (Data); Teacher Attitudes; *Tenure; *Trend Analysis
IDENTIFIERS- *National Study of Postsecondary Faculty

This book suggests that radical changes are occurring in academe as more women, foreign-born, and minority scholars enter the professorate and as alternatives to full-time tenure track appointments take hold. It is based on an analysis of data from

ED 422 803 HE 031 561

Underwood, Susan J.; Underwood, David G.
Starting from Somewhere: Modified Zero-Based Curriculum Review.
AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Forum of the
Association for Institutional Research (38th, Minneapolis, MN,
May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Course Evaluation; Curriculum Development;
*Curriculum Evaluation; Educational Assessment; Educational
Quality; Excellence in Education; Graduate School Faculty;
*Graduate Study; Higher Education; *Institutional Evaluation;
Program Evaluation; State Universities; Validated Programs
IDENTIFIERS- *AIR Forum

This paper focuses on the development of a modified, zero-based curriculum review of programs at a land-grant research university in the southeastern United States which was directed toward demonstrating the viability, and justifying the existence, of current programs. A small group of faculty developed an eight-step process which was used by other faculty to review six graduate programs in one department. The steps included: (1) developing a preliminary list of desired graduate attributes, (2) refining the list of desired graduate attributes, (3) quantifying significant graduate characteristics, (4) developing a matrix, (5) soliciting input from external faculty for support courses, (6) visually inspecting the matrix, (7) quantifying matrix information, and (8) using the matrix information. Although results varied by program, each program found skills and abilities that were receiving insufficient attention and others that were overly emphasized. The information gathered prompted faculty to make several significant changes to existing courses. The paper concludes that this is a cost-effective model that provides a thorough review while taking into account limited faculty time and resources. (Contains 5 references.)(CH)

ED 422 804 HE 031 562

Hart, Kenneth R.
Institutional Effectiveness Matrix of Domains: Comparing the
Requirements of North Central Association's Criterion Four with
Your Institution. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Forum of the
Association for Institutional Research (38th, Minneapolis, MN,
May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies;
Factor Analysis; *Higher Education; Institutional Evaluation;
Matrices; Models; Research Methodology; Self Evaluation
(Groups); *Standards

ED 422 821 HE 031 579

Arnold, Gertrude L.; Peterson, Marvin W.
The Influence of Gender Structures on Perceptions of Workplace Culture and Climate. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; Civil Rights; Diversity (Institutional); Employed Women; *Feminism; Higher Education; Institutional Environment; Job Satisfaction; Nonprofessional Personnel; *Organizational Climate; Quality of Working Life; *Sex Bias; Sex Discrimination; Sex Fairness; Sex Stereotypes; Universities; Work Environment
IDENTIFIERS- *AIR Forum; *Gender Issues

This study applied feminist organizational theory to explore the effects of gender structure on perceptions of organizational culture and climate. The study used data from a 1994 survey of permanent, noninstructional staff at a major midwestern university (n=4,800). The research sought to determine: (1) whether gender-dominated organizational sectors exist in the noninstructional work setting of a university; (2) how employee gender relates to perceptions of organizational work culture and climate; (3) how gender dominance in job type relates to perceptions of organizational work culture; and (4) how employee gender, gender dominance in work sector, and perceptions of organizational culture relate to perceptions of work climate. The conceptual framework for the study included feminist views of organizational theory, literature on organizational culture and climate, and issues of gender in higher education. The data revealed distinctive gender distributions among job types, supporting the feminist description of a gendered organization, with women segregated into particular job types and academic disciplines. It also appeared that employees in job types dominated by women tended to view their work culture as one which emphasized relationships, shared values, and group loyalty, rather than as an entrepreneurial-style adhocracy. Most respondents rated their work environment favorably. (Contains 25 references.) (CH)

ED 422 822 HE 031 580

Sanchez, Jorge R.; Laanan, Frankie Santos
Assessing the Post-College Earnings of Students: Benefits of Attending California Community Colleges - Methods, Analysis, and Implications. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 37p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; Career Education; *Community Colleges; *Education Work Relationship; *Outcomes of Education;

ED 422 838 IR 018 979

Bailey, Margaret L.; Luetkehans, Lara
Ten Great Tips for Facilitating Virtual Learning Teams.
PUB DATE- 98
NOTE- 8p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Computer Uses in Education; Conflict Resolution; *Cooperative Learning; Distance Education; *Group Dynamics; Higher Education; Instructional Design; Online Systems; Problem Solving; Skill Development; Student Motivation; *Teacher Role; Teaching Methods; *Teamwork
IDENTIFIERS- Facilitators; Knowledge Acquisition; *Team Learning; *Virtual Classrooms

This paper presents tips for educators to integrate and facilitate virtual learning teams within online courses. The techniques are grounded in current research and theoretical foundations of systems theory and group dynamics. Tips emphasize facilitation of virtual learning teams, assembled for the purpose of formal education and supported by computer-mediated communication tools. Critical elements of virtual team learning are defined, including task/problem, team dynamics and interaction, team member roles, mediated communication, and facilitation. Tips are categorized as facilitating motivation and efficacy, problem-solving, skill building, knowledge construction, and conflict resolution. The ten techniques are: (1) help team members manage "cyberstress" by helping them feel connected to the facilitator and other team members; (2) plan frequent e-mail prompts to help team members overcome procrastination; (3) provide a variety of tools to support the different phases of problem solving; (4) assist team members when they struggle with achieving consensus; (5) assemble teams strategically based on task and talent; (6) provide timely and meaningful feedback; (7) scaffold topical discussions using a threaded discussion (asynchronous) tool; (8) encourage elaboration through questioning and hypertext linking; (9) discourage judgment, criticism, and personal attacks; and (10) intervene to highlight areas of common ground among conflicting team members. (DLS)

ED 422 839 IR 018 980

Baker, Ronald L.; Wolff, Susan J.
Distance Education Consortia: The Northwest Experience.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Computer Networks; *Consortia; Continuing Education; Cooperative Programs; Delivery Systems; *Distance Education; *Educational Development; Educational

ED 422 858 IR 018 999

Hughes, Norm
Using a Materials Database System as the Backbone for a Certified Quality System (AS/NZS ISO 9001:1994) for a Distance Education Centre.
PUB DATE- 98
NOTE- 9p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; *Computer System Design; *Database Management Systems; *Databases; Distance Education; Educational Development; Educational Planning; Foreign Countries; Higher Education; Instructional Design; *Instructional Materials; *Material Development; *Quality Control; Standards
IDENTIFIERS- *International Standards; ISO 9001; University of Southern Queensland (Australia)

The Distance Education Center (DEC) of the University of Southern Queensland (Australia) has developed a unique materials database system which is used to monitor pre-production, design and development, production and post-production planning, scheduling, and distribution of all types of materials including courses offered only on the Internet. In December 1997, the DEC quality system was certified as meeting the requirements of the international standard AS/NZS ISO 9001:1994. The purpose of this paper is to provide a clear understanding of both the elements of the materials database and its integration with a certified quality system. Stated objectives are to: (1) demonstrate the design of a quality system that adapts the ISO 9001 standards to distance education in a higher education institution; (2) evaluate the scope and objectives of a DEC materials database system for planning, scheduling, production, and preparation of all types of materials; (3) identify the different requirements and outcomes for the four main areas of pre-production, design and development, production, and post-production; and (4) identify the principal elements of integration of a sophisticated materials database system with the ISO 9001 standards. Successes and failures in developing the quality and materials database systems are also described, and future plans are summarized. (AEF)

ED 422 859 IR 019 000

Ingebritsen, Thomas S.; Flickinger, Kathleen
Development and Assessment of Web Courses That Use Streaming Audio and Video Technologies.
PUB DATE- 98
NOTE- 8p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Computer Assisted Instruction; Course Content; Course Evaluation; *Distance Education; High Schools;

ED 422 877 IR 019 018

Smith, Kevin; Northrop, Kathy
The CLASS Course Design Model for Web-Based Instruction.
SPONS. AGENCY- General Services Administration, Washington, DC.; Central Intelligence Agency, Washington, DC.
PUB DATE- 98
NOTE- 9p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Curriculum Development; Delivery Systems; *Distance Education; High Schools; Independent Study; *Instructional Design; *Instructional Development; Models; Secondary School Curriculum; *World Wide Web
IDENTIFIERS- Course Development; Learning Environments; Technology Integration; University of Nebraska Lincoln; Virtual Classrooms

The CLASS (Communication, Learning, and Assessment in a Student-centered System) Project is creating a complete, accredited, high school sequence for delivery on the World Wide Web. The Department of Distance Education of the University of Nebraska-Lincoln (UNL) is a recipient of $18 million in federal funding to develop the sequence. When completed in 2001, CLASS will offer students 54 courses from which to choose to complete these requirements. The CLASS instructional design model enables input from a variety of sources and empowers the designers with constant feedback. The model includes the following steps: identify the need; assemble the content development team; research; brainstorm; assign personnel; ascertain resources; create a proposal; create the course; and test the course. CLASS instructional features give distance education students the opportunity to learn using a myriad of learning tools that are unique to Web-based distance education, including student-to-student communication, dynamic learning activities, student-selected learning paths, multimedia-reinforced learning, self-monitoring of progress, and the ability to create multimedia portfolios, all in a seamless learning environment not bound by time or space. (DLS)

ED 422 878 IR 019 019

Smith, Mary Oakes; Bradsher, Monica
Global Outreach: Formal and Non-Formal Education.
PUB DATE- 98
NOTE- 9p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Appropriate Technology; Computer Networks; Computer Uses in Education; Cooperative Programs; Delivery Systems; *Developing Nations; Distance Education; *Educational Development; Elementary Secondary Education; Foreign Countries; Global Approach; *Information

ED 422 895 IR 019 038

Otterbourg, Susan D.
Using Technology To Strengthen Employee and Family Involvement in Education.
SPONS. AGENCY- Partnership for Family Involvement in Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business; Case Studies; Community Involvement; Cooperative Learning; *Corporate Support; *Corporations; *Educational Improvement; Educational Needs; Elementary Secondary Education; Family School Relationship; *Information Technology; *Partnerships in Education; Professional Development; *School Business Relationship
IDENTIFIERS- Computer Use; *Technology Integration; Technology Utilization

Businesses have an important role in integrating information technologies into the workplace both to increase productivity and to facilitate employee communications with their children's schools and improve learning. This report is an important guide to further these kinds of connections. Through a variety of research, survey data, and case studies about corporate experience, this report demonstrates how businesses can use technology to foster, guide, and strengthen employee and family involvement in education within both their companies and their communities through efforts that: support professional/skills development for teachers, families, and students; strengthen community-based learning; better prepare the workforce; support educational improvement for special populations; and make technology integral to schooling and learning. Challenges and solutions are outlined and results of a survey of 12 companies and organizations whose programs include the use of technology to strengthen employee and family involvement in education are presented. Individual company/organization profiles include: Hewlett-Packard Company: HP E-Mail Mentor Program; Arthur Andersen and Co.: School of the Future Program; American Business Collaboration for Quality Dependent Care: Bridge Project; IBM Corporation: Wired for Learning-Reinventing Education Projects; Microsoft Corp.: Anytime Anywhere Learning Program; Boston Private Industry Council: The Boston Compact's Community Learning Centers; AT&T: Learning Network; Mattell Foundation/Alliance for Technology Access: Family Learning Program; Nortel: Teacher Training Program; Cisco Systems, Inc.: Cisco Networking Academy Program; Family Education Network: A Free and Simple Web Site; and Scholastic Inc./Center for Applied Special Technology: WiggleWorks. (AEF)

ED 422 896 IR 019 039

Craighead, Donna; Bigham, Vicki Smith; Heller, Nelson B.
The Customers' Perspective: The EdNET 98 Survey of Buyers and Managers of Educational Technology. Constructive Input for the Educational Technology Industry from the EdNET 98 Education Executives Advisory Board.
SPONS. AGENCY- Ameritech Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

the end. Findings indicated that, in recent years, young workers' transition to the labor market has become more volatile and is also taking longer. Job instability has increased for young workers during the 1980s and early 1990s. As a result of this higher job instability, youth in recent years have worked for more employers and have shorter tenures with one employer. The recent cohort has failed to capture the all-important wage gains from early job searching, while at the same time experiencing greater inequality in those gains. The upshot is declining wage mobility and more unequal wage mobility. (YLB)

ED 422 461   CE 076 895

Stout, Nancy; Mills, LaVelle
Ft. Hood and the Texas A&M University System: Collaboration and Distance Learning.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Distance Education Conference (5th, Austin, TX, January 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Adult Students; *Delivery Systems; *Distance Education; Educational Needs; Educational Technology; Higher Education; *Military Training; Program Implementation
IDENTIFIERS- Texas A and M University

Since spring 1995, the Army III Corps at Fort Hood and the Texas A & M University System have collaborated to deliver distance learning courses to the military and their family members at Ft. Hood. Also, Ft. Hood has a leading role in the Army's transition to a worldwide distance learning development and delivery program. The effectiveness of distance learning as a way to meet the higher educational needs of Texas residents in the informational age is reviewed. Also reviewed is the importance of recognizing and meeting diverse student needs and providing adequate faculty support for the design and delivery of quality distance learning courses. (Contains 20 references.) (Author/KC)

ED 422 462   CE 076 905

A Vision for Training and Further Education in Victoria. Vision Statement.
PUB DATE- 98
NOTE- 15p.; For a related document providing background, see CE 076 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Competency Based Education; Distance Education; *Education Work Relationship; Educational Change; Educational Demand; Educational Needs; Educational Objectives; Educational Opportunities; *Educational Policy; Educational Trends; Foreign Countries; Futures (of Society); Government School Relationship; *Job Training; Lifelong Learning; Needs Assessment; Position Papers; Postsecondary Education; School Business Relationship; State Standards; *Statewide Planning; Strategic Planning; Systems Approach; Training Objectives; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia (Victoria); *TAFE (Australia)

the United Kingdom than in other European countries. Increasing numbers of students and pressures on university budgets and recent major transformations in the structures of work and career (including reduced recruitment into graduate training programs in large companies and erosion of the notion of specific graduate-level jobs) have resulted in reconsideration of the institutional role of career services. Various options, including the minimalist, outsourcing, and devolution options, have been explored. Career services are also being reexamined in a national policy context. Pressures on the traditional core activities of career services--individual and group guidance, information, and employer liaison and placement--are changing their nature and posing questions about their future form. Seven strategic directions for career services have been identified. Four (the integrated guidance model, integrated placement model, curriculum model, and learning organization model) are based on stronger embedding within the institution. Three (the extended support model, lifelong guidance model, and alumni model) are based on delivering career services after graduation. (Appended are a checklist of strategic issues and information on the consultation process used to gather information for the report. Contains 91 references.) (MN)

ED 422 480 CE 077 003

Manini, Catalina M.; Cervantes, Juan
Adult Basic Education Basic Computer Literacy Handbook.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Colleges; *Computer Literacy; Hispanic Americans; *Internet; *Literacy Education; *Spanish Speaking; Spreadsheets; Two Year Colleges; *Word Processing; World Wide Web
IDENTIFIERS- 353 Project

This handbook, in both English and Spanish versions, is intended for use with adult basic education (ABE) students. It contains five sections of basic computer literacy activities and information about the ABE computer literacy course offered at Dona Ana Community College (DACC) in New Mexico. The handbook begins with forewords by the handbook's two developers, an ABE director and an ABE tutor with degrees in computer technology and foreign languages. The following topics are examined in six sections: computers and the disk operating system DOS (definition of a computer, components of a microcomputer system, the procedure for starting a computer, the procedure for starting DOS, basic DOS commands, and the concept of directories); the basics of working with Windows 95 (using the start button, the programs option, and Windows Explorer; maximizing, minimizing, and canceling; and shutting down Windows 95); the basics of operating the word processing program WordPerfect and the spreadsheet Quattro Pro; the Internet (networks, Internet addresses, the World Wide Web and Netscape Navigator, and electronic mail); and the basic computer literacy course taught at DACC (course outline and list of competencies). English and Spanish versions of the handbook are included. (MN)

Tool & Die and EDM Series. Educational Resources for the Machine Tool Industry. Course Syllabi, Instructor's Handbook, and Student Laboratory Manual.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 1075p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.
LANGUAGE- English
EDRS Price- MF08/PC43 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; Course Descriptions; Curriculum Design; Curriculum Guides; Instructional Materials; *Job Skills; Job Training; Learning Activities; Learning Modules; *Machine Tool Operators; Manufacturing Industry; Postsecondary Education; Sheet Metal Work; Student Evaluation; Teaching Methods; *Technical Education; *Tool and Die Makers; Vocational Education
IDENTIFIERS- DACUM Process; *Electrical Discharge Machines

This package consists of course syllabi, an instructor's handbook, and a student laboratory manual for a 2-year vocational training program to prepare students for entry-level employment as tool and die makers. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with 10 duties (and supporting technical workplace competencies): practice safety; apply mathematical concepts; interpret engineering drawings and control documents; demonstrate knowledge of manufacturing materials; measure/inspect; demonstrate knowledge of manufacturing processes; use computers; perform CAD/CAM (computer-aided design/computer-aided manufacturing) and CNC (computer numerical control) programming tasks; perform tool and die making operations; and operate electrical discharge machine (EDM). The first volume contains the justification, documentation, and course syllabi for the courses. Each syllabus contains the following: course description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The instructor's handbook consists of technical training modules that include some or all of the following: time required; duty; task; objective(s); instructional materials list; references; student preparation; introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed for each task box on the competency profile. The student laboratory manual contains a DACUM chart and learning modules for duties A-J. Each module in the student manual includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (KC)

ED 422 494 CE 077 017

and role of business in the WTW process and presents findings about employment patterns of welfare recipients. Chapter 3 describes 10 strategies for more effectively connecting WTW policies and activities with the labor market. These strategies rely on the private sector to govern, direct, organize, and deliver WTW services to varying degrees and include efforts to assist and finance private firms in hiring and employment of welfare recipients. Some encompass ideas of engaging the private sector in efforts to employ welfare recipients; others are interventions designed to assist the private sector in obtaining viable entry-level workers. The chapter also summarizes profiled program initiatives. Chapter 4 explores, at the program level, key issues of design, development, and operational experience and puts them in a larger policy context by examining economic, social, and political concerns raised by these initiatives. Chapter 5 presents lessons state and local policymakers should consider as they advance WTW efforts. They are directed at engaging the private sector, implementing effective initiatives, and establishing a WTW system that understands and connects to the labor market. The report contains 84 endnotes. (YLB)

ED 422 511   CE 077 049

Roberts, Brandon; Padden, Jeffrey D.
Welfare to Wages: Strategies To Assist the Private Sector To Employ Welfare Recipients. Companion Case Studies, Focus Groups & Data Analysis.
PUB DATE- 98
NOTE- 198p.; "With assistance from David Gruber, Eric Lawson, Lisa Plimpton, Joy Whitten. For companion volume main report, see CE 077 048.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Community Programs; Cooperative Planning; *Employer Attitudes; Employer Employee Relationship; *Employment Practices; Government Role; Innovation; Labor Market; Partnerships in Education; *Personnel Selection; *Private Sector; *Public Policy; Public Sector; Recruitment; Strategic Planning; *Welfare Recipients
IDENTIFIERS- Welfare Reform; *Welfare to Work Programs

This report, which is directed toward policymakers at the local, state, and national levels, is based on an extensive nationwide study of welfare-to-work initiatives. It identifies strategies to assist the private sector in employing welfare recipients. The document begins with an executive summary that discusses the following: the research study on which the document is based; opportunities and realities in the labor market; important programmatic and policy issues; and key lessons for working with the labor market. Chapter 1 profiles successful initiatives based on eight welfare-to-work strategies and initiatives: sector driven; employer directed; private staffing supported; community based; education and training focused, wage subsidized; public-private partnership supported; and government directed. The initiatives profiled are located in Arizona, Maryland, Wisconsin, Ohio, Florida, Oregon, Kansas, and Michigan. Chapter 2 summarizes the employer perspectives on welfare-to-work that emerged during focus groups held in Baltimore (Maryland), Detroit (Michigan), and the Orlando (Florida). Chapter 3, which is based on a multiple-state analysis of welfare recipient-employer interactions (a cross-state analysis and state-level analyses for Florida, Maryland, Missouri, and Oregon), explains exactly who hires welfare

*Workplace Literacy
IDENTIFIERS- *Canada

This book contains the personal narratives of six Canadian workplace education instructors. The opening article (Mary Ellen Belfiore) discusses the remaining narratives within the context of the theme that the essence of workplace education is teaching and learning in distinct cultures. "Math Works!" (Brian Nicholson) relates how teaching a highly successful math course is positioned within a company's move toward high performance. "Tending to Literacy in Rural Ontario" (Lee O'Rourke) chronicles the lives and learning of experienced farmers as they overcome hesitation and fear to pass agricultural certification exams. In "More than Job Preparation: Turning Literacy into Gold" (Rebekah Courtney, Don Matthews), the experience of teaching basic skills and job readiness for remote mining jobs to a First Nations band is presented with special emphasis on issues in teaching members of another culture. "Clearly the Way To Go...in the Workplace" (Leah Morris) explains how one instructor managed to deliver customized services to two companies with very different orientations, commitments, and employee populations. The final narrative, "Communicating in a Diverse Workplace" (Judith Bond), addresses differences head on in sessions offered to all employees in a team-based manufacturing company. Concluding the book are author and editor biographies. (MN)

ED 422 529 CE 077 102

Johnston, Wendy
Workplace Education Resources: An Annotated Bibliography.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Annotated Bibliographies; Curriculum Development; *Education Work Relationship; Educational Policy; Educational Practices; Educational Research; Educational Resources; Foreign Countries; Literacy Education; Needs Assessment; *On the Job Training; Partnerships in Education; Program Development; Program Evaluation; Resource Materials; School Business Relationship; Training Methods; Training Objectives; Unions; *Workplace Literacy
IDENTIFIERS- *Canada

This annotated bibliography, which was developed for workplace program developers and practitioners, policy planners, researchers, and others interested in workplace education, lists 182 documents devoted to the workplace education field in Canada. Annotations are provided for 68 documents. The remaining 114 are listed as further readings. Documents are grouped into four main sections as follows: perspectives (general information, policy, surveys and critiques, research, critical views); partners (business, labor, partnerships); practice (good practice, program development, needs assessment, evaluation, curriculum development); and resources (clear language resources and other bibliographies and collections). A wide range of publication types are represented, including the following: anthologies; position papers; synthesis reports; conference proceedings; reports of research studies; essays; documents directed toward workers, practitioners, labor unions, and businesses; and project reports. Each subsection begins with a brief description of some of the issues identified by the literature. Each annotation contains some or all of the patterned irresponsible behaviors. A preface reviews the authors' journeys in working out this approach. A method for creating responsibility and accountability where it was not previously expressed is presented in six short chapters, titled: (1) "'Madness' Defined"; (2) "Working with the Irresponsible Thinker"; (3) "How To Begin: Sanctions and Consequences"; (4) "The Interruption Process"; (5) "Know Your Own Thinking Errors and Vulnerabilities"; and (6) "What To Expect." Extensions and Applications are provided in the Afterword, and "Materials," including "Maladaptive Thinking Patterns," "Questions That Lead to Responsible Choices," and "Tactics To Avoid Accountability," are appended. Much of the "Materials" section is presented as lists of behaviors and responses. "The Non-Dictionary of Another Usage" contains a collection of words, phrases, and other items of language whose meaning and intent, when used by irresponsible thinkers, regularly differ from common usage. This is a lexicon of the hidden language of irresponsibility. (EMK)

ED 422 549 CG 028 656

Glick, Barry; Sturgeon, William
No Time To Play: Youthful Offenders in Adult Correctional Systems.
PUB DATE- 98
NOTE- 181p.; "Written with Charles R. Venator-Santiago."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Correctional Education; *Correctional Institutions; *Correctional Rehabilitation; Courts; Juvenile Justice; *Prisoners; Public Policy; Special Needs Students; *Youth Problems; Youth Programs
IDENTIFIERS- *Youth in Adult Courts

The number of juveniles tried as adults increased by 71 percent from 1985 through 1994. A comprehensive look at the growing population of youthful offenders housed in adult facilities and guidance in managing this special needs population is provided. Section 1, "History and Current Realities," includes a brief review of the history of the criminal justice system, consideration of legal issues, the adult adjudication of juveniles and an argument for changing paradigms. Tables of state-by-state data support this review. Section 2, "Adolescent Development," covers normal development and aggression, violence, and the development of antisocial behavior. Section 3, "Organization, Administration, and Management Issues," covers staff, classification, needs assessment, and security issues. Section 4, "Special Needs Populations," deals with substance abuse and treatment, treatment of youthful sex offenders, the neglected and abused adolescent, suicidal offenders, and special education programming. Section 5, "Program Design, Development, and Implementation Issues," provides a guide to effective programming for education, counseling, health and mental health, recreation, mentoring, and gangs. Section 6, "Current Practices and Resources," deals with professional organizations and future directions. Appendixes provide special definitions of terms and a security checklist. (EMK)

ED 422 550 CG 028 657

Jackson, Lonnie

elsewhere, but several are new to this collection. The essays are organized into three parts: "Poetic Substances" explores the nature of poetry and the poet, with essays that cover the poet "being-and-feeling-at-home" in his or her work and the parallels between dreams and poetry. Next, "Poetic Experiences" examines the relationship between the poems and the individual, whether a poet or a reader of poetry. The final part, "The Work of Poets," deals with the poets themselves, reading with insight the works of Walt Whitman, Robert Penn Warren, Elizabeth Bishop, May Swenson, and others. In the essays, the enduring force of poetry is championed against the incursion of fashionable writing and aim is taken against the college and university literature and writing programs that offer only "little blobs of condensed contextualization," scarcely touching poetry's legacy. (NKA)

ED 422 568 CS 216 442

Goldstein, Norm, Ed.
The Associated Press Stylebook and Libel Manual. Fully Updated and Revised.
PUB DATE- 98
NOTE- 343p.; Supercedes earlier edition, see ED 382 980.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Copyrights; *Grammar; *Language Usage; *Libel and Slander; *Punctuation; Spelling; Writing Skills; *Written Language
IDENTIFIERS- Associated Press; *Associated Press Stylebook; Freedom of Information Act; Stylistics

Pointing out that the style of the Associated Press (AP) defines clear writing, this revised edition of the practical and much-used AP stylebook is designed to be an essential handbook for all writers, editors, and students. The stylebook contains over 5000 entries laying out the AP's rules on grammar, spelling, punctuation, and usage. It gives the references needed to write about the world today: correct names of countries and organizations, language to avoid, and common trademarks--special sections cover business and sports reporting. This revised edition also contains crucial advice on how writers can guard against libel and copyright infringement. The stylebook begins with a foreword and then is divided into chapters titled: Stylebook; Libel Manual; Copyright Guidelines; Freedom of Information Act; Photo Captions; Filing the Wire; Filing Practices; Proofreaders' Marks; and About the AP. The stylebook has been organized like a dictionary and a key is provided. (NKA)

ED 422 569 CS 216 446

Bard, Dana
Literacy Practices in Extra-Academic Conversations: Quilting Bees via E-mail.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

Models; *Student Development; *Student Needs; *Teamwork; *Thinking Skills
IDENTIFIERS- *Collaborative Learning; ERIC Digests

This Digest discusses approaches to group learning in the language classroom, presenting some principles that are common to any group learning approach, whether it be cooperative learning, student team learning, group investigation, or collaborative learning. The Digest also discusses the Collaborative Learning Model (Reid et al., 1989) which pinpoints five phases for designing instruction for collaborative learning: engagement, exploration, transformation, presentation, and reflection. The Digest argues that collaborative learning in the classroom should prepare learners for the kind of team work and critical interchange that they will need to be effective participants in their communities and workplaces. (NKA)

ED 422 587   CS 216 479

Lamb, Mary R.
Passing as Teacher: Constructing a Lesbian Feminist Pedagogy.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Higher Education; *Homosexuality; *Self Disclosure (Individuals); *Sexual Identity; *Teacher Responsibility; Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- Controversial Topics; *Feminist Pedagogy; *Homosexual Teachers; Social Reality

This paper describes some problems one teacher has had trying to develop a feminist pedagogy for a composition class that does not elide sexual orientation as an identity facet in the classroom. The paper focuses on two essays, Mary Elliot's "Coming Out in the Classroom: A Return to the Hard Place" (1996) and Susan Jarratt's "Feminism and Composition: The Case for Conflict" (1991). Seeking to combine both these approaches, the paper invokes Donna Qualley's argument that teachers should consider students' developmental stages when teaching critical thinking and theoretical concepts. It contends that coming out in the classroom is essential--for gay and lesbian civil rights, for human rights, for individual and social improvement--and it offers suggestions for working through problems associated with personal disclosures. According to the paper, the context of the composition classroom varies with the content, the thematic focus, the institution, the instructor, and the students' identities. The paper suggests that a pedagogy aimed at teaching students to reconsider gender assumptions and how these are reflected and perpetuated in language seems to be a more productive strategy for advancing the long-term goal of changing social conditions. It suggests shifting the focus solely from the teacher to involving students actively in examining the institutions of gender and sexuality. (NKA)

ED 422 588   CS 216 480

Gradin, Sherrie

role of professional developer, who assists teachers in changing their teaching methods, is in itself a change process: the role is complex; it takes time; it is affected by context; and it involves the shaping and reshaping of the personal and professional lives of those involved. The study looks at the experiences and concerns of the change agent (the professional developer) and the ways in which the change agent's comfort and skill in implementing inquiry-oriented teaching in a variety of settings has implications for the success of the change process itself. This study's findings come from data collected during Year 1 of a 3-year project to study the implementation of First Steps, a developmentally sequenced approach to literacy instruction in a New England urban school district. The research was designed to look systematically at the interplay of school culture, teacher beliefs, professional development opportunities, instructional practice, and the impact of these factors on student literacy achievement. Its objectives include describing the professional development model for First Steps, analyzing the ways in which that model has been implemented, and studying the ways in which school and district organizational and support structures affect the needs and concerns of professional developers. The results indicate that educational change and outcomes are directly related to context. (RJM)

ED 422 607 EA 029 216

Cotton, Kathleen
From High School Student to Lifelong Learner: Your Route to Independence. Research You Can Use: Lifelong Learning Series, Booklet 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cognitive Style; Guidelines; Habit Formation; High Schools; *Independent Study; *Learning Strategies; *Lifelong Learning; Listening; Problem Solving; Reading; Speech Communication; *Study Habits; *Success; Writing (Composition)

This booklet is aimed at school students desiring to improve their lifelong learning skills. Part 1 is a checklist to help students determine their preferred learning styles, including sense modalities (reading, listening, viewing pictures or diagrams, touching, or moving) and best learning conditions (preferred sounds, lighting, temperature, seating, time of day, and munchies). Part 2 presents background information on lifelong learning, offering a rationale for learning independently (to do a job well, satisfy one's curiosity, manage information overload, and deal with changing workplaces, career changes, and new technologies) and introducing the importance of good attitude. Part 3 discusses activities for strengthening lifelong learning skills, elaborating on the need to develop positive attitudes toward learning and giving practical suggestions for improving reading, writing, speaking, listening, research, independent learning, study, and higher order thinking skills. Students are advised on how to think about thinking and tackle problem solving. Included are a brief list of resources and an appendix serving as an assignment organizer. (MLH) by making it part of a development program. In part 2, the benefits of the process are explored, as are the major ways that it can promote organizational development, can involve customers in the process, and can graft 360-degree feedback into a continuous learning culture. The last part presents the evaluation process from administrative and technical perspectives, providing an evaluation of alternative designs for feedback instruments, discussing what is involved in applying the process in different countries, and addressing the question surrounding success. The text concludes with an overall view of the challenges of using the process, and it reflects on issues surrounding the use of 360-degree feedback. (Contains approximately 300 references and an index.) (RJM)

ED 422 627 EA 029 305

Smith, Nancy J.
Texas Trends in Education: Texas Assessment of Academic Skills, 1994-1997.
PUB DATE- 98
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Comparative Testing; Educational Status Comparison; Elementary Secondary Education; Longitudinal Studies; *Norm Referenced Tests; Tables (Data); Testing; *Trend Analysis
IDENTIFIERS- *Texas; *Texas Assessment of Academic Skills

The Texas Assessment of Academic Skills (TAAS) study describes either 3- or 4-year trends in average campus-level passing rates on TAAS at all grade levels. It discusses student, teacher, campus, and district characteristics as they may relate to student success on TAAS by looking at data for students in grades 4, 8, and 10 for four consecutive academic years. By examining a cohort of eighth-grade students and tracking in retrospect their performance in seventh and sixth grades, the report details student, teacher, campus, and district characteristics as they may relate to continued student success on the TAAS over time. The second and third components of the analysis view education features in ways consistent with previous research efforts so as to make meaningful comparisons. Key characteristics are grouped into categories of contexts, such as campus size and district wealth. The results show that statewide passing rates on the TAAS increased each year from 1992-93 through 1996-97. The findings indicate that school practices and processes are integrally related to TAAS performance at each grade level. Numerous tables and appendices provide detailed descriptions of the data. (RJM)

ED 422 628 EA 029 307

Chan, Lionel
School-Based Budgeting: A Cost-Benefit Model.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

programs, with discussions on keeping native languages alive; character and values education and the importance of morality and service; conflict resolution, constructivism, and the need for problem-based learning; early childhood education, which includes strategies for supporting families and teaching young children; inclusion; ways to integrate the curriculum; multicultural education and choosing multicultural literature; multiple intelligences; strategies for preparing students for the workplace, such as school-to-work programs and tech-prep programs; thinking skills; and tips on moving students out of tracking programs. Numerous examples of schools that are initiating changes are provided throughout the text. (RJM)

ED 422 648 EA 029 334

Johnson, Celia E.; Templeton, Rosalyn Anstine
Promoting Peace in a Place Called School.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; High Risk Students; *Prevention; School Culture; *School Security; Student Behavior; Teacher Attitudes; *Violence
IDENTIFIERS- Peace Education

To find ways to reduce, violence in schools, the subtle environmental aspects in a school that had integrated peace activities in the curriculum as a means of promoting positive changes in behavior were investigated. The results are presented here. At Peaceable Magnet School 42 kindergarten through eighth grade teachers were trained in peer mediation, and peace activities were initiated in the school. Afterwards, a task group was formed to immerse the whole school in violence prevention by integrating peace activities as a part of the ongoing curriculum. Researchers then compared what the teachers believed were vital factors in developing a peaceful school environment to the school environment in which they actually taught. Although the school had been focusing on peace for a year and teachers and students reported improved behavior, the teachers perceived a lack of support, and they believed that serious concerns still existed. Teacher were reluctant to involve parents as partners due to student behavior problems and from a fear of being blamed. The resounding theme resulting from the research was the grave concern that teachers still had about student behavior even after concentrated efforts to promote peace. (RJM)

ED 422 649 EA 029 335

Freedman, Hilary E.; Hughes, Abigail L.
The Development of Educational Policy in Connecticut.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; *Policy Analysis; *Policy Formation; Preservice Teachers; Teacher Attitudes; Trend Analysis

discrimination; the impact of complaint investigations on elementary, secondary, and postsecondary students' lives; race-targeted scholarships; the effect of compliance reviews; complaint resolution; complaint workload; disability complaints; and other complaint activities, such as magnet-schools assistance programs, vocational education, administrative litigation, higher education desegregation, technical assistance, and new publications. Some of the future goals of the OCR are likewise detailed, including OCR priorities, civil rights cases and policy, and management reform. Four appendices list statutory responsibilities and federal relationships, issues on staffing and budgeting, publications of the OCR, and addresses and telephone numbers of regional OCR offices. (RJM)

ED 422 668 EA 029 355

Office for Civil Rights. Annual Report to Congress, Fiscal Year 1994.
PUB DATE- 95
NOTE- 28p.; For the 1993 report, see EA 029 354.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Civil Rights; Disability Discrimination; Educational Discrimination; Elementary Secondary Education; *Equal Education; Higher Education; Law Enforcement; Sex Discrimination; *Student Rights
IDENTIFIERS- *Office for Civil Rights

The Office of Civil Rights (OCR) enforces the laws that prevent discrimination on the basis of race, national origin, sex, disability, and age in America's schools, colleges, and universities. To gauge how the department is fulfilling that mission, a description of the OCR's policy-guidance efforts, complaint investigations, and enforcement activities from October 1, 1993, through September 30, 1994, is provided here. The report focuses on: OCR complaint and enforcement activities, including complaint receipts; complaint resolution; complaint workload; disability complaints; limited-English-proficient students; student assignment; racial harassment; sexual harassment; and the effects of policy guidance on discrimination, complaint investigations, compliance reviews, technical assistance, and other compliance activities, such as magnet-schools assistance programs, vocational education, and administrative enforcement actions. A separate section is devoted to management reform, which highlights efforts in setting priorities, in complaint resolution, in the use of technology, and in new ways of doing business. Four appendices list statutory responsibilities and federal relationships, issues on staffing and budgeting, publications of the OCR, and addresses and telephone numbers of regional OCR offices. (RJM)

ED 422 669 EA 029 356

Office for Civil Rights. Annual Report to Congress, Fiscal Year 1995.
PUB DATE- 96
NOTE- 20p.; For the 1994 report, see EA 209 355.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Civil Rights; Disability

IDENTIFIERS- Americans with Disabilities Act 1990; Etiquette; Individuals with Disabilities Education Act; School to Work Opportunities Act 1994

These six fact sheets are designed to communicate strategies for serving all youth, especially youth with disabilities, in school to work programs: (1) "Overview of the School-to-Work Opportunities Act" briefly describes this 1994 federal law and the three components of school-to-work programs: school-based learning, work-based learning, and connecting activities; (2) "Strategies for Serving All Youth in School to Work Systems" organizes strategies into five categories: student-focused planning and development, career pathways and contextual learning, family involvement, business, labor and community involvement, and structures and policies; (3) "Disability Definitions and Resources" offers definitions and lists resources for the 12 disabilities identified in the Individuals with Disabilities Education Act; (4) "Transition-Related Legislation for Youth with Disabilities" compares five major laws as they apply to school to work transition; (5) "Americans with Disabilities Act (ADA) Factsheet" summarizes requirements for employers and lists sources of additional information; (6) "Disability Etiquette" offers general strategies for interacting with youth with disabilities, ways to enhance the work or learning environment, and ways to communicate disability awareness sensitively. (DB)

ED 422 687 EC 306 649

Jackel, Susan
Asperger's Syndrome--Educational Management Issues.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Autism; Classroom Techniques; Cognitive Processes; Disability Identification; Educational Strategies; Elementary Secondary Education; *Etiology; *Inclusive Schools; *Parent Teacher Cooperation; Student Characteristics; Teaching Methods
IDENTIFIERS- *Aspergers Syndrome; Pervasive Developmental Disorders

This paper is a synthesis of a number of documents relating to the educational issues confronting children with Asperger's syndrome, autism, or a Pervasive Developmental Disorder Not Otherwise Specified (PDDNOS) in the autism spectrum. It is designed to provide teacher information and is equally useful for caretakers of children with the condition. Topics covered include the definition of Asperger's syndrome, characteristics of students with Asperger's syndrome, learning structures that will help children with Asperger's syndrome successfully achieve in the classroom, and strategies to use with parents of children with Asperger's syndrome. Recommended classroom techniques include: (1) structuring the physical environment to facilitate learning and minimize frustration; (2) considering isolating the student for short periods to teach new concepts or build on pre-existing knowledge in a distraction free setting; (3) providing a predictable environment and routine with preparation for any changes; (4) stating clearly what is expected; (5) breaking tasks up into manageable segments and training the student to schedule and plan; (6) presenting new concepts in a concrete manner; (7) using activity-based students' communicative abilities, to develop and review treatment programs, and to confer with parents and staff. Desk-top conferencing allowed the paraprofessional trainee to communicate problems and concerns about students as needed. Program evaluation involved trainee responses to objective test questions via computer interface, trainee completion of a questionnaire regarding her impressions, and responses of other school faculty to a questionnaire regarding program quality. Some unexpected problems were encountered in project implementation including climatic problems (daily monsoon thunderstorms which threatened computer operations and led to suspension of the program) and demographic problems (lack of appropriate electrical connections and unfamiliarity with technology.) (DB)

ED 422 705   EC 306 684

Autism Training Sourcebook.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 352p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; *Autism; Children; *Clinical Diagnosis; *Communication Skills; Community Resources; Daily Living Skills; Elementary Secondary Education; Family Environment; Inclusive Schools; *Interpersonal Competence; Intervention; Parent School Relationship; Rehabilitation; Respite Care; *Student Characteristics; Student Educational Objectives; Supported Employment; Therapy; Vocational Rehabilitation
IDENTIFIERS- Aspergers Syndrome; *Indiana; Social Skills Training; Supplemental Security Income Program

This collection of articles and bibliographies provides a comprehensive guide to autism. Section 1 presents general information on autism such as characteristics, myths and facts about autism, factors associated with autism, and diagnostic criteria for autism and Asperger's disorder. Section 2, on the family, addresses such aspects as the diagnosis of autism, parent-professional collaboration, respite services, and supplemental security income. Section 3 provides extensive information on educational programming including inclusion, long range goals, planning for successful transition, peer support programs, integrated therapy, and building independence. Section 4, on adults with autism, covers lifestyle planning, supported living, vocational rehabilitation, and employment. Section 5, on behavior, addresses consequences, self-management, discrete trial training, movement differences, negation, relaxation, desensitization, managing challenging behavior, designing a behavior plan, analyzing the purpose of behavior, and positive behavior programming. Among the many topics discussed on communication (Section 6) are analysis of communicative behavior, communicating with people with autism, the role of the school speech language pathologist, facilitated communication, integration training, and augmentative communication. Section 7 addresses social and leisure aspects, including the value of movement activities, use of local community resources, and increasing social interaction. Section casts doubt on the possibility of a formal definition for Mandarin iposs. This is one more instance of the non-biuniqueness of iposs, a cross-linguistic category that continues to resist a rigorous morpho-syntactic definition. Ways in which these findings bear on iconicity and prototype questions are discussed. (Contains 42 references.) (MSE)

ED 422 724 FL 025 411

Liu, Angie H. C.
Constructing and Validating Parallel Forms of Performance-Based Writing Tasks in Academic Settings.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the Language Testing Research Colloquium (19th, Orlando, FL, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *English (Second Language); Higher Education; *Language Tests; Statistical Analysis; *Test Construction; Test Reliability; Test Validity; *Writing Evaluation
IDENTIFIERS- *Placement Tests

Due to concern for test security and fairness, three new performance-based English placement test writing prompts were developed in a large midwestern university for incoming students of English as a second language, and the degree of prompt variability was investigated from multiple perspectives, including "fit-to-specification," decision reproducibility, skill profile consistency, and prompt information similarity. Additionally, potential differential prompt functioning was examined for subgroups, including ESL examinees' gender, academic status, and field of study. The study of idiosyncratic response patterns was also conducted using outlier analysis. Multi-faceted Rasch models were selected to analyze examinees' essay performance because of their capacity to untangle the complex interaction between observed ratings and the unobserved latent trait. Findings are reported in four sections: prompt comparability in the target population; potential differential prompt functioning in various student groups; idiosyncratic response patterns of examinees and raters; and lecture-audience interaction impact of prompt comparability. Implications for future development of parallel forms of performance-based writing tasks in academic settings and the use of multi-faceted Rasch models in validating prompt comparability are discussed. (Contains 15 references.) (Author/MSE)

ED 422 725 FL 025 417

Cox, Mary-Lorraine L.; Malabonga, Valerie
Improvements in the English- and Spanish-Language Expression and Comprehension of Latino Preschoolers.
PUB DATE- 98
NOTE- 7p.; Paper presented at a poster session at Head Start's National Research Conference (4th, July 9-12, 1998, Washington, DC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *English (Second Language); Hispanic Americans; *Language Maintenance; Language Proficiency; *Listening Comprehension; *Preschool Children; Preschool

strategies than ineffective listeners did in five of the six categories. Suggestions for classroom instruction in listening are offered. (Contains 31 references.) (MSE)

ED 422 746 FL 025 452

Weschler, Robert
Uses of Japanese in the English Classroom: Introducing the Functional-Translation Method.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (23rd, Hamamatsu, Japan, October 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *English (Second Language); Foreign Countries; *Japanese; *Language of Instruction; Language Role; Language Usage; Second Language Instruction; Teaching Methods
IDENTIFIERS- Japan

A discussion of the use of Japanese in the English language classroom in Japan proposes that whatever justification is given for the English-only classroom is based on two flawed arguments: (1) outright rejection of the traditional grammar-translation method; and (2) the false assumption that an English-only requirement is an essential element of current "communicative" methodologies. The translation element of the grammar-translation method has been blamed for the failure of Japanese-speakers to learn English; however, it is claimed here that the emphasis on grammar, which focuses on the referential meaning of a phrase rather than its social meaning, is instead at fault. An alternative "functional-translation" method is preferred because such an approach places emphasis first on helping the student understand and convey the meaning of ideas that are the most useful to him; only then is the appropriate grammar sought out as the framework in which to express those ideas. Materials and classroom procedures for the grammar-translation and functional translation methods are compared and contrasted, and some sample bilingual (Japanese-English) classroom activities are described. (Contains 39 references.) (MSE)

ED 422 747 FL 025 465

Garcia, Anita; Morgan, Cynthia
A 50-State Survey of Requirements for the Education of Language Minority Children.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Educational Needs; *Educational Policy; Elementary Secondary Education; Enrollment Rate; *Language Minorities; *Limited English Speaking; National Surveys; *Public Policy; Public Schools; Resource Allocation; State Aid; State Programs; *State Standards; Statewide Planning

A survey of the 50 United States investigated laws and policy concerning programs for limited-English-proficient (LEP) students in elementary and secondary schools. This summary

Understanding of the State's Educational Equity Policies, Programs, and Practices: The Reality of the California of Today"; (2) "Toward a Greater Understanding of the State's Educational Equity Policies, Programs, and Practices: A Vision of the California of Tomorrow"; (3) "Toward a Greater Understanding of the State's Educational Equity Policies, Programs, and Practices: The Role of Education in Creating the Commission's Vision of the California of Tomorrow"; (4) "Toward a Greater Understanding of the State's Educational Equity Policies, Programs, and Practices: Schools as a Resource in Realizing the Commission's Vision of the California of Tomorrow"; (5) "Enrolling a Student Body: The Changing College Admissions Process in the 1990s"; and (6) "Toward a Greater Understanding of the State's Educational Equity Policies, Programs, and Practices: The Collegiate Experience". The concluding issue is titled "Toward a Greater Understanding of the State's Educational Equity Policies, Programs, and Practices: The Commission's Recommendations." The six fact sheets summarize data in text and tables on the following topics: California's changing demography; effects of trends in population and changing economic conditions on demand for postsecondary education; benefits of education; equal access to education; data on first-time freshmen (fall 1996); and data on faculty, staff, students, and degree completion. (DB)

ED 422 767 HE 031 496

Farquhar, Robin H.
Alternative Options in State-University Relationships in a Regional Setting: The Case of Canada.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Salzburg Seminar Universities Project's Symposium on "The Development of Russian Universities in a Regional Context" (Salzburg, Austria, June 8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *College Administration; *Educational Finance; Foreign Countries; Full State Funding; *Government Role; *Government School Relationship; Higher Education; *Institutional Autonomy; Public Education; State Departments of Education; State Government; State Regulation
IDENTIFIERS- *Canada

This document highlights the special challenges that Canada's higher education system faces due to its organizational structure that is, the relationship between the federal government and the provincial governments. Virtually all Canadian universities are publicly supported, but because the constitution clearly assigns responsibility for education to the provinces, postsecondary institutions operate under the authority of their respective provincial ministers of education. The federal government plays a modest role in certain areas: it is the main source of support for university research; it operates the country's major program of direct student assistance; and it manages the education of "wards" of the federal state, such as aboriginal peoples, prison inmates, and the military. Generally, neither the federal nor provincial governments intervene in the operation of universities, which are permitted to function as independent, self-governing corporations as long as they do so in a responsible, accountable, and effective manner. However, such a system the 1993 National Study of Postsecondary Faculty on new faculty and senior faculty. The study concludes that the two cohorts differ more in who they are than in what they do, with seven major trends identified: (1) new faculty are demographically different from the senior cohort; (2) the increased diversification of faculty is likely to accelerate movement toward greater multiculturalism in the curriculum; (3) there are far more foreign-born faculty in the younger cohort, and this is increasing internationalization; (4) support among faculty for the traditional liberal arts may come under increasing pressure; (5) a shrinking proportion of faculty are now tenured or on a tenure track; (6) the new-faculty cohort is even more oriented toward research than its senior colleagues; and (7) community college faculty report higher levels of work satisfaction than do faculty at liberal arts colleges. Individual chapters discuss results of the demographic analysis, including faculty characteristics, careers, work patterns, and attitudes. Appended are data tables and the faculty questionnaire used. (Contains approximately 125 references.) (DB)

ED 422 786   HE 031 515

Ponton, Michael K.
Birnbaum's Model of the Collegial Institution.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Administration; College Faculty; *College Instruction; *Colleges; *Collegiality; Educational Environment; Faculty College Relationship; Higher Education; Interaction Process Analysis; Models
IDENTIFIERS- *Birnbaum Models

This paper synthesizes Birnbaum's collegial model for describing academic institutions. In this model administrators, faculty, and students comprise a community of colleagues a collegium. Typically, institutions that fit the collegial model have a small enrollment of full-time on-campus students who follow a liberal arts curriculum. Since faculty and administrators usually hold terminal or advanced degrees, this results in an egalitarian environment of mutual respect. The community environment is sustained because all participants share common values and agree on the mission and character of the college. A pure collegial institution requires a small student enrollment with a concomitant small number of faculty and administrators to allow frequent personal interactions. Loops of interaction tend to be nonlinear, with frequent interactions and mutual liking reinforcing each other. Additionally, under this model the administration is tightly coupled to the interests of the core clientele students who come from a fairly well-defined background; faculty members are loosely coupled to professional guilds but tightly coupled within the faculty and with the administration. Leadership is expected to use influence rather than power. (DB)

ED 422 787   HE 031 516

Ponton, Michael K.
The Reduced Emphasis of Teaching Undergraduates: A Historical Perspective.
PUB DATE- 95

IDENTIFIERS- *AIR Forum; *North Central Association of Colleges and Schools

The purpose of this paper is to help higher education institutions determine how well their institutional effectiveness models match the North Central Association of Colleges and Schools Commission on Institutions of Higher Education Criterion Four requirements. The paper describes each of the major requirements as a domain in a matrix with cross-related subcategories. The matrix is built around six issues: (1) activities to be measured need to be established, (2) perspectives of the constituencies and related criteria need to be identified, (3) the level of analysis should be dependent on constituent perspectives and expectations, (4) the time frame determines how data are measured, (5) the types of data needed are related to perspectives and levels of analysis, and (6) the referent used to assess indicators is determined by the dominant constituency. The paper suggests that institutions use this matrix to assess the degree to which their institutions match the elements required in Criterion Four, and also to identify strengths and areas for improvement. (Contains 30 references.) (CH)

ED 422 805 HE 031 563

Asiu, Bernhard W.; Antons, Christopher M.; Fultz, Miriam L.
Undergraduate Perceptions of Survey Participation: Improving Response Rates and Validity. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Data Interpretation; Higher Education; Response Rates (Questionnaires); *Student Attitudes; Student College Relationship; Student Motivation; Student Surveys; *Surveys; *Undergraduate Students; Validity
IDENTIFIERS- Air Force Academy CO; *AIR Forum

A study at the United States Air Force Academy examined reasons for "survey saturation" among students. Despite relatively high return rates, anecdotal student data suggested that students felt burdened by frequent administration of surveys; and administrators expressed concerns about the general validity of survey data. Information was gathered on students' views of an optimal survey, their concerns about confidentiality and the use of electronic surveys, and student motivation and survey participation. Written comments gave insights into issues emphasized by students and provided evidence that survey responses impact upon policy decisions. The survey data provided clear empirical support for students' feelings of being over-surveyed and the resulting negative impact on survey validity. Findings from the report suggest consideration of important guidelines for future survey design and administration. (Contains 8 references.) (CH)

ED 422 806 HE 031 564

Lohmann, David
Positioning Institutional Research as a Major Player in Policy Decisions: Problems To Solve, Actions To Take. AIR 1998 Annual Forum Paper.
PUB DATE- 98

Postsecondary Education; Relevance (Education); Technical
Institutes; Two Year Colleges; Wages
IDENTIFIERS- *AIR Forum; *California; Earning Potential

This study investigated the extent to which completing an associate degree or earning a vocational certificate impacts on the post-college earnings of students. The study examined data from California's Unemployment Insurance Wage Records and educational and demographic data for all California community college students maintained by the state Chancellor's office for a cohort of leavers and completers (n=841,000) during the 1991-92 academic year. Following a review of relevant research on the net effects of a community college education and a review of studies conducted by several states, the paper examines studies on the value of community college education for California's student population, which show a positive relationship between formal education and earnings. For all students, the greatest gains (15 percent) went to certificate completers, followed by those completing an associate degree (11 percent). When data were analyzed by age group, younger vocational students (age 18-24) had higher gains (19 percent) for the first to third years out of college; older students (ages 25-34 and over 35) experienced 12 percent gains. Completing a certificate or associate degree with a major program area also had a positive impact on post-college earnings. It was also found that men had higher earnings than women across the 3-year time period measured. (Contains 33 references.) (CH)

ED 422 823 HE 031 581

Rooney, Patrick M.; Borden, Victor M. H.; Thomas, Timothy J.
A Program Cost Study: Determining the Revenues and Expenditures Associated with Instruction, Research, and Service Programs. AIR 1998 Annual Forum Paper.
SPONS. AGENCY- Indiana Univ.-Purdue Univ., Indianapolis.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; Administration; Budgeting; Costs; Educational Finance; Expenditure Per Student; Expenditures; *Higher Education; Institutional Administration; *Program Budgeting; *Resource Allocation
IDENTIFIERS- *AIR Forum; *Responsibility Center Budgeting; Responsibility Center Budgeting

A program cost study was conducted at a large midwestern university to determine department-level expenses and revenues associated with the mission-critical activities of instruction, research, and service. The study (or program) is based on a model for allocating costs, called responsibility centered management, that has been used for nearly a decade to allocate campus revenues and expenses to academic units, and an instructional effort report/capacity model used to examine total faculty workloads. The study/program was conducted at a large, midwestern, urban public university and provides campus, school, and department-level cost information for teaching, research, and service activities. The study also allocates all levels of overhead (departmental, school, and central administration) to the foregoing activities within each academic unit. Direct and overhead costs can be evaluated

Planning; Enrollment; *Intercollegiate Cooperation; State Programs; *Technical Institutes; Two Year Colleges
IDENTIFIERS- Oregon; Washington

While most community and technical colleges individually offer courses by distance learning, they are increasingly challenged to provide the full range of instructional and student support services needed for expanding distance education programs. To address this issue, Washington and Oregon community and technical colleges formed distance education consortia to leverage individual college investments and faculty expertise to provide unserved and underserved students with low-cost, quality educational opportunities that surmount time and place barriers. This paper provides background information on consortial efforts in Oregon and Washington, including the Oregon Community College Distance Education Consortium (OCCDEC), the Washington Distance Learning Council of the Instruction Commission, and the Northwest Telecommunications Network (NWTN). Tables of 1997-1998 Oregon community colleges distance learning enrollment data and 1996-1997 Washington community and technical colleges distance learning enrollment data are provided. Current initiatives, including adoption of the Strategic Plan of the Oregon Community Colleges for Distance Learning and formation of the Washington Online Consortium (WAOL) are summarized. Other topics include related consortia and sustainability of the consortia. (DLS)

ED 422 840 IR 018 981

Barker, Thomas B.
Developing Courseware for Distance Learning--Any Place, Any Time.
SPONS. AGENCY- Rochester Inst. of Tech., NY.
PUB DATE- 98
NOTE- 8p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Mediated Communication; Computer Uses in Education; Conventional Instruction; Course Evaluation; Delivery Systems; *Distance Education; Engineering Education; Group Discussion; Higher Education; *Instructional Design; Instructional Effectiveness; Lecture Method; *Material Development; Models; *Production Techniques; Student Attitudes; *Videotape Recordings; World Wide Web
IDENTIFIERS- Applied Statistics; Rochester Institute of Technology NY; *Video Production

There is a wide array of approaches that produce materials (courseware) for the delivery of university level courses via Distance Learning (DL). DL has increasingly become part of university systems across the United States and is expected to grow to 10% of enrollment at the Rochester Institute of Technology (RIT) by the start of the next millennium. RIT has been a pioneer in DL with over 148 DL courses offered each year. With this expected growth of course offerings, strain has begun to take place on production support personnel and facilities at RIT and elsewhere. This study, supported by a Provost Productivity Improvement grant from RIT, set out to point the way to a video lecture production approach that can be accomplished by faculty much in the same manner they produce course materials for conventional classroom delivery. This paper details the effort that went into the planning,

Higher Education; Information Technology; *Instructional Design; Nontraditional Education; Online Systems; *Science Instruction; *World Wide Web
IDENTIFIERS- Iowa State University

Iowa State University, through a program called Project BIO (Biology Instructional Outreach), has been using RealAudio technology for about 2 years in college biology courses that are offered entirely via the World Wide Web. RealAudio is a type of streaming media technology that can be used to deliver audio content and a variety of other media types via the Internet. Project BIO is a multifaceted outreach project with the vision of developing and sharing biology education resources via the Internet. A major objective of Project BIO is to develop and teach online biology courses via the World Wide Web. Most of the courses have been adapted from existing Iowa State University courses that are also offered in a traditional face-to-face format. The Project BIO courses account for about 20% of the online biology courses offered in the United States. This paper discusses the instructional design; production of online lectures; enrollment and audiences for Project BIO online courses; and assessment of the courses. Project BIO online courses for the fall 1998 semester are listed, and a table showing the growth of the program from 1996-1998 is included. (AEF)

ED 422 860   IR 019 001

Krueger, Lyle L.; Porter, Cyndi Wilson; Burke, Daniel
Asynchronous Education: A Blueprint for the Future of Adult Learning.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Computer Assisted Instruction; Computer Mediated Communication; Computer Software; Course Evaluation; *Distance Education; Faculty Development; Higher Education; Instructional Effectiveness; Nontraditional Education; *Online Systems; Program Implementation; Training
IDENTIFIERS- Learning Environments

While the distance learning curriculum at Lakeland College (Wisconsin) began 20 years ago, the idea for Lakeland Online was conceived about two and one-half years ago. A variety of delivery modes were considered before discovering Convene software. Since the communication process enabled by the Convene software is asynchronous and requires only a modem-equipped PC, it met requirements for non-time and non-place-sensitive delivery. Once a school has decided to work with Convene to offer online courses, it needs to evaluate the market and identify a niche that it can service. The next step is faculty training. Lastly, the school needs to implement an effective marketing program. Lakeland Online courses are configured so that, in addition to a main class meeting, each course has five additional meetings: Syllabus, Lecture, Biography, Discussion, and Homework. The faculty support program includes a four-week online training session, a mentor program, the course evaluation, and an online "faculty lounge." Student and faculty reactions to this initiative have been strongly positive. An evaluation study found that there was no

Technology; International Organizations; *International Programs; Outreach Programs; Partnerships in Education; Postsecondary Education; Teacher Education; *Technological Advancement; Telecommunications; Telecourses; Training
IDENTIFIERS- *Information Infrastructure; *Learning Environments; National Geographic Kids Network; Technology Integration; United Nations Development Program; Virtual Classrooms; Web Sites; World Bank

"Global outreach" refers to the international delivery of education, health, public information, commercial, and other services using appropriate communications technology. International organizations are partnering in various ways with developing-country governments, private companies, local communities, and non-governmental organizations to seize the vast new possibilities made available by networks of global information infrastructure now being built. Six of these programs are described in this paper: the World Bank; the Leland Initiative; LearnLink; the United Nations Development Program; the Open Society Institute; and the National Geographic Kids Network. Also discussed are opportunities for accelerated growth and gains for developing countries related to information technology; the potential for distance learning, other telemediated services, workforce preparation, entertainment, and book publishing are highlighted. Learning environments in developing countries are then considered, including traditional practice, content courses, technology skills, and teleprojects. Fifteen web sites that offer additional details about programs cited are listed. (DLS)

ED 422 879 IR 019 020

Thomson, Joan S.; Stringer, Sharon B.
Evaluating for Distance Learning: Feedback from Students and Faculty.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Computer Assisted Instruction; Computer Literacy; Computer Mediated Communication; *Course Evaluation; Delivery Systems; *Distance Education; Evaluation Methods; Formative Evaluation; Higher Education; Instructional Design; *Instructional Development; Student Needs; Student Surveys; Summative Evaluation; Teacher Surveys; Teaching Models; User Satisfaction (Information); *World Wide Web
IDENTIFIERS- Access to Computers; *Course Development; Pennsylvania State University; *Technology Integration; Virtual Classrooms

This paper describes the development and evaluation of a World Wide Web-based component for a required freshman seminar at the Pennsylvania State University College of Agricultural Sciences. Students (n=170) were given a pre-test to assess their access to, knowledge of, and proficiency with computers. The pre-test was designed to address four broad categories: computer use, ability, and perceptions; Internet perceptions and use; communication preferences; and demographic information. This formative evaluation assessed student needs and helped the project team to continue to develop course content for the semester. A summative evaluation was given at the end of the semester to ascertain students' perceptions of web-based

PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; *Educational Technology; *Elementary Secondary Education; *Higher Education; Information Services; Internet; Merchandise Information; Partnerships in Education; School Surveys; Surveys; *Teacher Attitudes; Use Studies; Vendors; World Wide Web
IDENTIFIERS- Technology Integration

The EdNET 98 Education Executives Advisory Board, also known as Partners in Education Program (PEP), is a featured activity of the EdNET 98 Conference. Its focus is to bring educators and vendors together to share their perspectives about technology in education and discussion technology-related concerns and issues. This report presents results from a survey of 20 educators from K-12 and higher education who use technology in education. Summaries of results are presented for K-12 and higher education for survey questions on the following topics: working with vendors (best and worst experiences), the Internet (selecting vendors, products, and services), buying patterns (delays, trends, hardware/software purchase, and the purchasing decision), product information (getting the word out, promotional brochures and product literature, magazine advertisements, demo disks, preview policies, Web sites and Web demos, sales representatives, exhibit booths, product demos in conference booth, and product presentations at conferences), product support (product support's importance in the purchasing decision), rapid change (the effect of rapid change on the purchasing decision), and specialized markets (home/school interaction, school-to-work, special education, and vocational education). A final section presents summaries of responses focusing on effective and ineffective use of technological resources in instruction, educators' perspectives on critical issues in the coming year and issues as they relate to the vendor community, and an educator's "Wish List" of products and services for the future. The July 1998 survey and combined K-12 and higher education survey response data are appended. The EdNET 98 Education Executives Advisory Board members are also listed. (AEF)

ED 422 897 IR 019 095

North Carolina Tests of Computer Skills Student Handbook.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Competency Based Education; *Computer Literacy; *Graduation Requirements; High Schools; Skill Development; *State Standards; *Student Development; Student Needs; Students; Test Content; Testing
IDENTIFIERS- Computer Users; *North Carolina

In May, 1991, the North Carolina State Board of Education, as part of the Quality Assurance Program, established a computer proficiency requirement for graduation that was then modified in 1995 and made effective beginning with the graduating class of 2001. Students who were in the eighth grade during the 1996-97 school year and thereafter must meet the computer proficiency requirement in order to receive a high school diploma. This handbook was prepared as a resource for students, parents, and teachers to provide information about the computer skills proficiency requirement and its implications for students as a graduation requirement. The handbook consists of

The state of Victoria (Australia) needs a well-educated, adaptable work force to face the numerous challenges stemming from the following: shifts in employment toward "knowledge workers"; the impact of competition, technological change, and microeconomic reform; aging of the population; disparate views regarding the purpose of education; and the increasing internationalization of capital, labor, and education. To cope with these and other changes, Victoria must ensure that people can learn throughout their working lives by working focusing on the following strategic directions: establishing new, more effective relationships between industry, students, service providers, and government (providing client-oriented differentiated services; planning and implementing industry-specific training strategies; improving industry and community understanding of the benefits of training and further education); giving meaningful expression to learning through life (meeting the increasing demand for just-in-time training, teaching people to learn, recognizing individual learners as primary clients); providing leadership in learning through new technologies (improving learning outcomes, enabling universal access to training, ensuring that local communities retain a major influence over work force training); and securing and developing resources for the future (ensuring that the level and mix of human and financial resources available to training and further education are flexible and adaptable enough to achieve desired outcomes). (MN)

ED 422 463   CE 076 906

A Vision for Training and Further Education in Victoria. Scenarios.
PUB DATE- 98
NOTE- 24p.; For the main report to which this provides background, see CE 076 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; Education Work Relationship; Educational Change; *Educational Demand; *Educational Environment; *Educational Needs; Educational Resources; Educational Trends; Financial Support; Foreign Countries; *Futures (of Society); *Job Training; Postsecondary Education; Statewide Planning; Strategic Planning; Transfer of Training; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia (Victoria); Scenarios; *TAFE (Australia)

To revise its strategic plan for vocational education and training (VTE), the Office of Training and Further Education (OTFE) in the state of Victoria (Australia) conducted a three-stage review of strategic directions of VTE in the state. In stage 1, the internal and external environments were scanned to identify major change factors and themes. Stage 2 involved the preparation of alternative views of the future under different assumptions (scenarios) to give the OTFE the background information needed to develop a vision and strategies, and stage 3 involved the development of strategies for VTE's future. The environmental scan included consideration for the following external and internal forces: recurrent resources, demography, household income, participation in education, the labor force, demand for training, competency-based training, skills transfer, funding sources, capital, staffing, and new technology. The environmental analysis and scan resulted in two scenarios for 10 years from now. According to the "clever country" scenario, the economy's growing complexity and

ED 422 481 CE 077 004

Gee, Mary Kay
LifeWork: A Welfare-to-Work Model Curriculum.
PUB DATE- 98
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; *Basic Skills; Behavioral Objectives; Career Development; Cognitive Style; Competency Based Education; Curriculum Guides; Economically Disadvantaged; Education Work Relationship; Employer Employee Relationship; *Employment Programs; Employment Qualifications; Instructional Materials; *Job Skills; *Job Training; Labor Force Development; Learning Modules; Problem Solving; Program Evaluation; Student Evaluation; Teamwork; Vocational Interests; *Welfare Recipients; *Work Attitudes; Work Environment
IDENTIFIERS- *Welfare to Work Programs

This publication provides a model curriculum with a focus on welfare-to-work, school-to-work, and first-time employees. It emphasizes the basic competencies most valued by employers for the current and future domestic and global work force. Section 1 presents an overview of LifeWork, a performance-based transitional program that uses the participants' experiential learning and establishes connections and collaborations among participants, program staff, agencies, and businesses. Curriculum features are listed. Section 2 presents learning objective lists for these areas: environment, person, and job. A course presentation time list details anticipated presentation time for each learning objective. A list of learning objectives for a shorter (40-hour), more intensive course is provided. Section 3 provides supplementary materials: course portfolio and journal suggestions, group discussion questions, and learner log. The LifeWork course consists of three parts: "The Environment," "The Person," and "The Job." These LifeWork course parts are detailed in sections 4-11. Each section correlates learning objectives with suggested ideas, activities, and resources. Handouts provide information and student activities and exercises. Section 12 contains these assessment materials: course mastery checklist and learner and instructor self-assessments. Section 13 provides evaluation materials: midpoint course evaluation, LifeWork program evaluation, focus group evaluation, and instructor observation checklist. (YLB)

ED 422 482 CE 077 005

Educational Resources for the Machine Tool Industry. Executive Summary.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 197p.; For related documents, see ED 401 431-445 and CE 077 006-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; Competency Based Education; Curriculum

Welding Series. Educational Resources for the Machine Tool Industry. Course Syllabi, Instructor's Handbook, and Student Laboratory Manual.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 3145p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.
LANGUAGE- English
EDRS Price- MF29/PC126 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; Course Descriptions; Curriculum Design; Curriculum Guides; Instructional Materials; *Job Skills; Job Training; Learning Activities; Learning Modules; *Machine Tool Operators; Manufacturing Industry; Postsecondary Education; *Sheet Metal Work; Student Evaluation; Teaching Methods; *Technical Education; Vocational Education; *Welding
IDENTIFIERS- DACUM Process

This package consists of course syllabi, an instructor's handbook, and a student laboratory manual for a 2-year vocational training program to prepare students for entry-level employment as welders. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with 25 duties (and supporting technical workplace competencies): follow safety practices; total quality; work ethics; communication skills; work as a team; mathematical skills; weld-related requirements; blueprinting, structural layout and fit-up; set-up welding process(es); prepare joint for welding; oxyacetylene cutting and welding; shield metal arc welding (SMAW)--basic; SMAW--advanced; gas metal arc welding (GMAW)--basic; GMAW short circuit transfer (intermediate); GMAW spray and pulsed spray, pipe transfer (advanced); flux core arc welding (FCAW); gas tungsten arc welding (GTAW)--basic; GTAW--advanced; plasma arc cutting and welding; in-process weld inspection; in-process rework; housekeeping activities; emergency vehicle terminology; and wellness/physical abilities. The first volume contains the justification, documentation, and course syllabi for the courses. Each syllabus contains the following: course description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The three-volume instructor's handbook consists of technical training modules that include some or all of the following: time required; duty; task; objective(s); instructional materials list; references; student preparation; introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed for each task box on the competency profile. The two-volume student laboratory manual contains a DACUM chart and learning modules for duties A-U. Each module in the student manual includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (KC)

recipients. Appended are a glossary and a technical appendix describing the multiple-site analysis of welfare recipient-employer interactions presented in the report. (MN)

ED 422 512 CE 077 050

Gough, Jeanne A., Ed.
Jobs and Employment Sourcebook. Basic Information about Employment Trends, Job Search Preparation, Legal Rights of Employees and Job Applicants, Balancing Work and Household Obligations, Vocational Education and Job Training, and Self-Employment Opportunities. Personal Concerns Series, Volume 1.
PUB DATE- 97
NOTE- 548p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Career Development; Career Education; Check Lists; Compliance (Legal); Education; *Education Work Relationship; Educational Needs; Emerging Occupations; Employed Women; *Employment Opportunities; *Employment Patterns; *Employment Practices; Employment Problems; Entrepreneurship; Equal Opportunities (Jobs); Family Work Relationship; Federal Legislation; Franchising; Fringe Benefits; Job Search Methods; Job Training; Labor Legislation; Noncollege Bound Students; Older Adults; Postsecondary Education; Reduction in Force; Retirement; Retraining; Self Employment; Small Businesses; Unemployment; Unemployment Insurance; *Vocational Education

This book, which is designed for the general reader who is planning to enter the job market or contemplating a career change, contains basic information about the jobs and the employment outlook; finding a job; employer and employee rights and obligations; balancing home and work; education and training; and self-employment, small business and franchising. The following topics are discussed in the book's 25 chapters: U.S. labor market's emerging challenge; employment outlook to 2005; 1992-2005 job outlook; job market profile of college graduates in 1992; class of 1990 a year after graduation; tips for finding the right job; job search strategies for professionals; Fair Labor Standards Act; health benefits under the Consolidated Omnibus Budget Reconciliation Act; Worker Adjustment and Retraining Notification Act; unemployment insurance; Family and Medical Leave Act; job rights of women seeking a job, working on the job, and after retirement; successful job search strategies for disabled individuals; easing into work; married women with house husbands; work and family; work and family programs; today's workplace; educational opportunities other than college; self-employment; starting a business after retirement; and franchise opportunities. (MN)

ED 422 513 CE 077 053

Lee, Carolyn S., Comp.; Jennings, Mark B., Comp.; Mayo, Linda P., Comp.; Young, Debra A., Comp.
Annotated Bibliography of Products/Materials.
PUB DATE- 98
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adult Basic Education; Adult Education; Adult Literacy; *Adult Programs; American Indians; Annotated

following: document title and authors; publisher; page length; year of publication; price; information about obtaining the document; summary of those portions of the document that are relevant to workplace education in Canada; perspective from which the document is written; and comments on the document's usefulness to specific categories of users. (MN)

ED 422 530 CE 077 106

Luzzo, Darrell Anthony
Correlates of Mexican American College Students' Perceptions of Career-Related Barriers.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, IL, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Career Choice; Career Education; *College Students; Decision Making; Employment Opportunities; Employment Problems; *Equal Opportunities (Jobs); Higher Education; Influences; *Mexican Americans; Self Control; *Self Efficacy; *Student Attitudes
IDENTIFIERS- *Hispanic American Students; Impact Studies

This study examined Mexican American college students' perceptions of career-related barriers and the relationship between perceptions and the students' sense of control over and responsibility for career decision making. Mexican American students (57 men and 68 women) at a state-supported university in the Southwest completed a demographic questionnaire and two career assessments: the Career Beliefs Inventory and the Career Decision-Making Self-Efficacy Scale (CDMSE)--Short Form. No sex differences among the criterion variables were identified. No significant relationship was found between the number of past career-related barriers and CDMSE; however, a significant negative relationship was found between CDMSE and the number of future barriers perceived. The more future career-related barriers students perceived, the lower their CDMSE was likely to be. Study skills and financial problems were the two most cited past and future career-related barriers. Students who exhibited relatively high levels of control and responsibility regarding career decision making tended to perceive the fewest barriers to achieving their career goals. It was recommended that counselors help Mexican American students differentiate between real and perceived barriers and develop realistic perceptions related to occupational goals and career development. (Contains 38 references.) (MN)

ED 422 531 CG 028 555

Hinds, Michael deCourcy
At Death's Door: What Are the Choices? An Issue Book for National Issues Forums.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, OH.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Death; Decision Making; Suicide; *Terminal Illness
IDENTIFIERS- *Assisted Suicide

This paper questions how society should care for people who are

Gangbusters: Strategies for Prevention and Intervention.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Courts; Delinquency; Delinquent Rehabilitation; *Juvenile Gangs; Prisoners; Public Policy; *Youth Problems; Youth Programs

African American males in the United States have been killing each other at alarming rates. Gang members commit violent crimes at a rate three times that of nongang delinquents, and gang-involved youths are more frequently victimized by violent crime than the rest of the general population. This volume offers insight into the reasons youths are attracted to gangs, and ways to prevent, confront, and reverse gang mentality. Section 1, "Understanding Gang Mentality: The Beginning of a Gang Intervention Program," provides a case for intervention programs inside correctional institutions, reasons youths are attracted to gangs, insight into the mind-set of gang membership and gang dynamics, and a lexicon of the symbols and signals of gang culture. Section 2, "Breaking through Gang Mentality: Getting a Gang Intervention Program Underway," offers strategies and resources for creating successful gang intervention programs. Section 3, "Starting a New Program," provides questions and answers for administrators, a "Blueprint for a Successful Gang-suppression Program in Detention and Correctional Institutions," and information on finding support for and evaluating programs. It ends with a chapter on other minorities in gangs. Information on the Oregon Youth Authority testimonials, and a glossary are appended. (EMK)

ED 422 551 CG 028 658

Glick, Barry, Ed.; Goldstein, Arnold P., Ed.
Managing Delinquency Programs That Work.
PUB DATE- 95
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Courts; *Delinquency; *Delinquent Rehabilitation; Juvenile Gangs; *Juvenile Justice; Prisoners; *Public Policy; Special Needs Students; Youth Problems; Youth Programs
IDENTIFIERS- *Youth in Adult Courts

Sixteen chapters, written by leaders in the profession, focus on issues relevant to managing effective approaches to the problem of juvenile delinquency. Part 1, "Policy Formulation and Direction," includes: (1) "A National Perspective" (J. C. Howell); (2) "A State Perspective" (E. J. Loughran, S. Guarino-Ghezzi); (3) "A Community Perspective: Organizational and Management Implications to Creating Alternatives to Juvenile Court" (M. G. Scofield, W. S. Davidson). Part 2, "Managing Program Development," provides insight into programming for

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Mail; Higher Education; *Hobbies; Information Dissemination; Internet; Literacy; *Social Networks; Writing Instruction
IDENTIFIERS- *Conversation; Discourse Communities; Interest Groups; *Quilting

A study examined conversations of 10 "avid" female quilters from around the United States who communicate via e-mail. Results indicated that their conversations reveal ways in which they are using this modern technology in the construction of their feminine quilt artist identities. While most of the e-mail was devoted to the business of quilting (sharing techniques, books reviews, providing feedback on projects), a certain amount was devoted to subversive responses to the dominant culture--both the dominant art culture and the dominant male culture. The quilters' extra-literacy practices seem to have implications for the composition classroom. Findings suggest that these quilters appropriate literacy practices to express "domestic" concerns in much the same way that students in the composition classroom would appropriate them for academic concerns: having conversations to make knowledge; collaboration; and sharing the power. Perhaps educators can find a way to carry over the informal practice of literacy from the extra-academic milieu to the academy where particularly the student who is already marginalized could discover the appropriation of legitimacy and power in opposition to the majority discourse, thus transforming a "student who writes" into a "writer who happens to be a student." (Contains 8 references.) (CR)

ED 422 570 CS 216 447

Hurley, John
Shakespeare as Teacher.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classics (Literature); *Figurative Language; *Sonnets; *Writing Instruction; Writing Skills
IDENTIFIERS- Composition Literature Relationship; Poetic Forms; *Shakespeare (William); *Writing Thinking Relationship

When readers encounter Shakespeare's "Sonnet 73," they often fail to realize that it is an excellent model of what a good composition ought to be. The closing couplet functions the same way a thesis would in a prose work. The repetition of wording within the analogies in the three quatrains helps to make the work coherent. In addition, the diminishing time frame adds to the coherence because it would be impossible to reposition the quatrains without destroying coherence. The quatrains gain their unity by virtue of being so clearly connected to the same theme--the imminence of death as it relates to the endstage of all four cycles: the dying year, the dying day, the dying fire, the dying human. The poet achieves emphasis by repeating the same theme with varied images and varied analogies focused on the lover's complaint. It can be seen that "Sonnet 73" contains the bare essentials of good composition: coherence, unity, and emphasis. It teaches a respect for organization, a respect for flow, and a respect for focus. More than anything else, "Sonnet 73" reveals that the art of writing is essentially the art of thinking. (CR)

ED 422 571 CS 216 448

Inscribing Our Work as WPAs: Gendered Bodies and Conflict as Physical Trope.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Conflict; *Heuristics; Higher Education; *Program Administration; Sex Role; *Writing Instruction
IDENTIFIERS- *Body Articulation; *Gender Issues; Physical State; Somatic Alteration

This paper describes the conflicts Writing Program Administrators (WPAs) face such as: personal, departmental, institutional, regional, and national, and presents possibly solutions for reducing the stress related illnesses attendant with the work. Often administrators' responses are somatic: conflict becomes a physical trope and administrators speak through illness, and conflict as a physical trope could be related to the construction of gendered bodies. Those who might be called "postmodern body theorists" such as Judith Butler, Shannon Bell, Luce Irigaray, and Carl Raschke offer understanding about and possibilities for moving beyond somatic responses. There may be healthier responses that allow for the body to speak, at least metaphorically. Although one WPA is responsible for writing at Portland State University, the university's writing requirements were abolished in 1994, and she therefore lacks any direct authority. As a way of trying to take more control over her body, she has tried to create heuristics for understanding and taking action. She finds that simple perspectives, such as considering questions about locus, process, politics, metaphor, history, existence, and systems, can serve as starting points to allow for a different kind of response to conflict. For her, systems thinking holds the most promise for understanding departmental and institutional conflict. When she looks at conflicts through the aforementioned perspectives, she finds herself continually revisiting notions of gendered bodies. More than one scholar has noted the direct feminized identity of composition studies. Perhaps understanding the gendered, feminized state of the WPA in relation to somatic response can help WPAs speak more through the healthy body and less through the conflicted ill body. (NKA)

ED 422 589 CS 216 481

Billings, Simone J.
The Story of Shifting Perspectives: How Instructors and Students Construct and Use Instructors' Comments on Drafts and Final Versions.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 422 608 EA 029 217

Cotton, Kathleen
Education for Lifelong Learning: Literature Synthesis. Research You Can Use: Lifelong Learning Series, Booklet 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Style; Communication Skills; *Educational Practices; Elementary Secondary Education; Family Role; *Learning Strategies; *Lifelong Learning; Metacognition; *Personality Traits; *Student Attitudes; Student Centered Curriculum; Student Interests; Study Skills; Teacher Role; *Thinking Skills

Engaging in lifelong learning is rapidly changing from an option to a necessity for remunerative employment, competent citizenship, and everyday personal life. This booklet examines why today's students need to become lifelong learners, the kinds of attitudes and skills required, and the kinds of preschool-through-grade-12 educational practices that best prepare youngsters to become lifelong learners. Half of the documents summarized are reports of research studies; the remainder are futurist documents, theory papers, program descriptions, and statements of expert opinion. Early childhood education should de-emphasize academics and be child-centered and socially oriented. School-age children perform best when the focus is on learning, not competing, when tasks are clear and personally relevant, when they are challenged and expected to do well, and when they have personable teachers to engage their interest. The skills associated with lifelong learning include communication skills, self-directed learning skills, research and library skills, study skills and learning strategies, metacognition, higher order thinking skills, and learning-style awareness. Teacher and family roles are outlined. Contains an annotated bibliography of 30 key references and 73 additional references. (MLH)

ED 422 609 EA 029 222

Torp, Linda; Sage, Sara
Problems as Possibilities: Problem-Based Learning for K-12 Education.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Learning; *Curriculum Design; Discovery Learning; Elementary Secondary Education; *Experiential Learning; *Holistic Approach; *Problem Solving; *Teacher Role
IDENTIFIERS- *Problem Based Learning

Problem-based learning (PBL) is an experiential form of learning centered around the collaborative investigation and resolution of "messy, real-world" problems. This book offers opportunities

DESCRIPTORS- *Budgeting; *Educational Finance; Elementary Secondary Education; *Feasibility Studies; Financial Policy; Models; *School Administration; School Based Management
IDENTIFIERS- *School Based Budgeting

The objective of school-based budgeting (SBB) is to improve school funding by increasing revenues and reducing systemwide costs. To see whether this approach is more efficient than a centralized budgeting and spending plan, a cost-benefit model is presented here. The paper differentiates between SBB and school-based management, claiming that any failure on the part of the latter does not necessarily impugn SBB. Subsequently, SBB is carefully defined and is presented as the delegation of both responsibility and authority for a school's financial budget and spending decisions to an agent at the school site. The SBB administrative process is outlined, as is its objective: to maximize the discretionary funds available for education purposes. The model shows how to examine policy issues once SBB has been accepted, and it outlines conditions to consider when implementing SBB. The SBB school-site agent, the central-office retention limit, funding formulas, the scope of authority to be granted to the school-site agent, SBB accountability, the merits of a cost-benefit analysis, the benefits of SBB, and the monetary costs associated with this system are discussed. It concludes that SBB will not be effective in every school system, but the model outlined here can help in making that determination. Contains 20 references. (RJM)

ED 422 629 EA 029 308

Colarulli, Paul F.; Anderson, Howard T.; Kaplan, Susan B.
Conducting Internal Investigations in the Academic and Research Setting. Monograph Series, No. 61.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conflict of Interest; *Ethics; Higher Education; *Investigations; Research Universities
IDENTIFIERS- Criminal Investigations; *Independent Evaluations; Internal Evaluation

This report describes the ways in which the goal to reach sound conclusions to investigation into scientific misconductor malfeasance are achieved. It examines the limitations of the "Perry Mason Approach" where an investigator adopts the adversary system and explains how such an approach is unsuited for sensitive issues. The text describes what an independent internal investigation is not, from a discussion of the traditional advocacy or prelitigation approach to allegations of wrong-doing. It sets forth the hallmark of an independent investigation, followed by an analysis of why this method of fact-finding is consistent with the values and standards of the academic and research community and constitutes a viable alternative to the traditional advocacy approach. After addressing specific applications of the independent investigation process, several potential roadblocks to accomplishing a successful investigation are examined, followed by 10 steps for properly conducting an independent investigation. It is argued that an independent investigative approach is often the research community's best option for ensuring the integrity of the institution's response. (RJM)

ED 422 630 EA 029 311

IDENTIFIERS- *Connecticut

During the past decade, Connecticut has implemented major changes in the public education system. To assess these changes, Mazzoni's revised arena model was used to analyze the state's educational policy development since 1980. The results of this research are reported here. The paper outlines the theoretical framework of the model and how it can be applied to school systems. The text then turns to the Connecticut experience, focusing on the political context in the 1980s and on the Commission on Equity and Excellence in Education. Educational policy initiatives are explored next, including certification requirements, salaries, teacher-preparation program approval standards, beginning educator support and training, professional development, and student assessments. The political context of the 1990s is then outlined, along with an analysis of statewide commissions and panels, such as the Commission on Educational Excellence for Connecticut, the Education Improvement Panel, the Teacher Preparation Program Advisory Committee, the Beginning Educator Support and Training Redesign program, and the Common Core of Learning program revision. Analysis suggests that a state does not have to give financial incentives to involve veteran teachers in the professional development of new teachers and that the application of new standards to the induction of beginning teachers did not threaten veteran teachers. (RJM)

ED 422 650   EA 029 336

Kirst, Michael; Bomstedt, George; Stecher, Brian
A Plan for the Evaluation of California's Class Size Reduction Initiative.
SPONS. AGENCY- California State Board of Education, Sacramento.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Size; Educational Assessment; Elementary Secondary Education; Evaluation; *Evaluation Needs; Information Needs; Models; Program Evaluation; *Teacher Student Ratio
IDENTIFIERS- *California; *Class Size Reduction

In July 1996, California began its Class Size Reduction (CSR) Initiative. To gauge the effectiveness of this initiative, an analysis of its objectives and an overview of proposed strategies for evaluating CSR are presented here. An outline of the major challenges that stand between CSR and its mission are provided. These include logistical challenges, financial challenges, the impact on teaching and learning, unanswered questions in the literature, and the value of a systematic evaluation of the program. The text outlines the design and key research questions that must be addressed by any evaluation plan and recommends six principles that call for a single, integrated evaluation; a comprehensive review; and a summative evaluation. A conceptual model of the evaluation plan is also provided. Overviews of how CSR will affect the following areas are included: state, district, and school policymaking; resource allocation; integration with other reforms; teacher quality, assignment, and training; classroom practices; parental involvement; and student outcomes. It is claimed that students' engagement with schooling, as measured by attendance, promotion/retention, homework completion, and frequency of disciplinary actions, may also change with the introduction of

Discrimination; Educational Discrimination; Elementary
Secondary Education; *Equal Education; Higher Education; Law
Enforcement; Sex Discrimination; *Student Rights

IDENTIFIERS- *Office for Civil Rights

The Office for Civil Rights (OCR) enforces the laws that prevent discrimination on the basis of race, national origin, sex, disability, and age in America's schools, colleges, and universities. To gauge how the department is fulfilling that mission, a description of the OCR's policy-guidance efforts, complaint investigations, and enforcement activities for Fiscal Year 1995, is provided here. The report focuses on how the OCR is changing and how the office has moved from a reactive to a proactive approach to civil rights enforcement. The office's efforts to resolve complaints of illegal discrimination are described, along with details of how the OCR initiates investigations in serious cases of illegal discrimination, including those involving program admissions. Ways in which the OCR empowers others to prevent illegal discrimination, such as guides that help schools conduct an evaluation of their compliance with legislation, onsite consultations, conference participation, training classes, and workshops, are discussed. An overview of how the OCR has extended its mission and continues to strive to serve populations in need is provided. Three appendices list issues on staffing and budgeting, publications of the OCR, and addresses and telephone numbers of regional OCR offices. (RJM)

ED 422 670 EA 029 357

Office for Civil Rights. Annual Report to Congress, Fiscal Year 1996.

PUB DATE- 97

NOTE- 13p.; For the 1995 report, see EA 029 356.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; *Civil Rights; Disability
Discrimination; Educational Discrimination; Elementary
Secondary Education; *Equal Education; Higher Education; Law
Enforcement; Sex Discrimination; *Student Rights

IDENTIFIERS- *Office for Civil Rights

The Office for Civil Rights (OCR) enforces the laws that prevent discrimination on the basis of race, national origin, sex, disability, and age in America's schools, colleges, and universities. To gauge how the department is fulfilling that mission, a description of the OCR's policy-guidance efforts, complaint investigations, and enforcement activities for Fiscal Year 1996, is provided here. It outlines the responsibilities of the OCR and details how the various laws protecting individuals apply to educational institutions and to students and employees. The report describes how the OCR responds to discrimination complaints from the public and provides examples of the nature of the complaints registered as regards alleged Title IX violations. The process for resolving complaints, along with how the OCR conducts compliance reviews, is likewise described. Some of the office's recent efforts on the latter front include clarification of Title IX requirements and a national conference on minorities and special education. Information on how the OCR helps people and institutions with technical assistance, on the impact of civil rights laws, and on contacting the OCR is provided. Challenges facing the OCR and address information for regional offices are provided. (RJM) learning where possible; (8) using visual prompts as appropriate; and (9) having written instructions and including visual cues. (CR)

ED 422 688 EC 306 650

Stenton, Jan
Otitis Media: Implications of Fluctuating, Conductive Hearing Loss on Learning and Behaviour in High School Age Students.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Brisbane, Australia, November 30-December 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Hearing Impairments; *High School Students; High Schools; *Learning Problems; *Otitis Media; Research Needs; Research Projects; *Student Behavior; Student Characteristics

This paper provides an overview of the effects of otitis media on the learning and behavior of children and youth. It begins by describing the conductive hearing loss that is caused by otitis media and the classroom behavior that can result, including poor concentration and attention, disobedience, irritability, and poor social skills. Discussed are the limitations of past research, which has focused on young children, and a proposed new research project to establish whether or not the problems identified continue to affect children as they grow older and possibly no longer suffer from fluctuating, conductive hearing loss. The proposed project will include 60 students from a large, urban high school who have had no history of middle ear problems and those with a history of middle ear problems. (Contains 28 references.) (CR)

ED 422 689 EC 306 651

Programs for Young Children with Disabilities under IDEA: Excerpts from the Nineteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act by the U.S. Department of Education (1997).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 120p.; For the full annual report to Congress, See ED 412 721.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; *Incidence; Infants; Parent Teacher Cooperation; *Preschool Education; Program Implementation; Staff Role; Student Participation; *Teacher Supply and Demand; Toddlers; Young Children
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This document contains selected information consisting of text, data tables, and summaries related to two programs under the Individuals with Disabilities Education Act (IDEA): (1) the Early Intervention Program for Infants and Toddlers with Disabilities, Part H (renamed Part C on July 1, 1998) of IDEA, 8 is about self-help and medical concerns including medication, social/sexual training, and toilet training. The final section describes services and resources available through the Indiana Resource Center for Autism. (Contains over 200 references.) (DB)

ED 422 706 EC 306 685

Annual Performance Report: Part H of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families: Year X (1996-1997).
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Compliance (Legal); Definitions; Delivery Systems; *Developmental Delays; *Early Intervention; Educational Legislation; Federal Legislation; Individualized Family Service Plans; Infants; Integrated Services; Preschool Education; *Statewide Planning; Toddlers; Young Children
IDENTIFIERS- *Colorado; *Individuals with Disabilities Education Act Part H

This report describes activities and accomplishments of Colorado's statewide system of early intervention supports and services during 1996-1997 under Part H of the Individuals with Disabilities Education Act. Major accomplishments identified include administrative changes, implementation of a community capacity building strategy, use of community consultants, a rural county project, parent leadership and support, a statewide evaluation project, training activities, and a community infant services review. Activities relating to required components under Part H are reported, concerning such aspects as the state definition of developmental delay, the central directory, the timetable for serving all eligible children, the comprehensive system of personnel development, Individualized Family Service Plans, procedural safeguards, and data collection. The report briefly addresses agencies involved in provision of services, types of services currently available, sources of fiscal and other support, interagency agreements, status of achievement of objectives, and description of use of funds. Appendices comprise much of the document and include local community reports, a statewide evaluation report, a policy statement, guidelines for eligibility determination, and an article, "What Is 'Early Childhood Connections?'" by James Ledbetter. (DB)

ED 422 707 EC 306 686

Alaska's Infant Learning Program for Infants and Toddlers with Disabilities and Their Families: Part H of the Individuals with Disabilities Education Act (IDEA). Annual Report July 1, 1996-September 30, 1997.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Eligibility; Federal Legislation; *Individualized Family Service Plans; Infants; *Integrated Services; Preschool Education; Staff

Education; Skill Development; Spanish; *Spanish Speaking; *Speech Skills
IDENTIFIERS- *Latinos

A study investigated the changes in English and Spanish oral expression and comprehension skills of 18 male and 25 female Spanish-speaking Latino children attending a preschool that emphasized English language learning but supported maintenance of Spanish skills. For comparison purposes, the English skills of African American children (n=16 boys, 15 girls) attending the same school were also assessed at the end of the year. To test oral expression, a story-telling measure normed on Latino children was used. To assess comprehension skills, children were read stories in English (non-Latino children) or in English and Spanish (Latino children), and the children were individually asked multiple-choice questions. Results show significant improvement in the English expression scores of the Spanish-speaking children. The African American children scored significantly higher on the English expression measure. The Spanish expression scores of the Latino children increased, but not significantly. English comprehension scores, which were similar for Spanish-speakers and African Americans, did not increase significantly for the Spanish-speaking students. Spanish comprehension scores declined slightly but not significantly. Implications for preschool environment and instruction are discussed. (Contains nine references.) (MSE)

ED 422 726 FL 025 425

Gajo, Laurent, Ed.
Vous avez dit "immersion?" (You Said "Immersion?").
PUB DATE- 98
NOTE- 165p.; For individual articles, see FL 025 426-433.
LANGUAGE- English; French; Italian; German
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Immersion Programs; Language Research; Language Teachers; Multicultural Education; Program Design; Second Language Instruction; *Second Language Programs; Sociolinguistics; Teacher Education
IDENTIFIERS- Content Area Teaching; *Switzerland

Articles on immersion and bilingual education include these: "Terminological Considerations Regarding Content and Language Integrated Learning" (Tarja Nikula, David Marsh); "Educazione bilingue e multiculturale, istruzione bilingue, immersione totale: quattro nozioni da definire" ("Bilingual and Multicultural Education, Bilingual Instruction, Total Immersion: Four Notions Needing To Be Defined") (Paolo E. Balboni); "Toward a New Understanding of Language Minority Students' Experiences with Bilingual Education in the United States" (Abdeljalil Akkari, Colleen Loomis); "Beyond 'Belief': Variance in Models of Content-Based Instruction and School Success Among Minority Language Learners" (Shelley K. Taylor); "Mehrsprachige und plurikulturelle Schulmodelle in der Schweiz oder: 'What's in a Name?'" ("Bilingual and Multicultural Program Models in Swiss Schools, or 'What's in a Name?'") (Claudine Brohy, Anne-Lore Bregy); "Avec les approches d'eveil au langage, l'interculturel est au centre de l'apprentissage scolaire" ("With Language Awareness Approaches, the Intercultural Is at the Center of School Learning") (Christiane Perregaux); "Denomination et categorisation des modeles d'enseignement des langues: entre institution et pratique" ("Denomination and Categorization of Language Teaching Models:

outlines state requirements imposed on schools regarding specific types of programs that must be offered to LEP students, the number of LEP students to be served, and the level of state funding for these programs. An introductory section notes the states that mandate bilingual education, those that forbid bilingual education, those with specific laws for LEP programs and those with no laws regarding LEP programs, states that fund all LEP programs, those that fund only bilingual education programs, those funding only non-bilingual education programs, and states with no funding for LEP programs. A subsequent summary for each state includes the name and telephone number of a contact person, requirements, and notes on funding level. (MSE)

ED 422 748 FL 025 466

Tarnopolsky, Oleg
Business English Teaching: Imaginative Continuous Simulations and Critical Analysis Tasks.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (Manchester, England, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Class Activities; Classroom Techniques; Course Descriptions; *Critical Thinking; *English for Special Purposes; *English (Second Language); Foreign Countries; Higher Education; Interviews; Second Language Instruction; *Simulation
IDENTIFIERS- Ukraine

A business English course taught to adults in Ukraine is described, focusing on the classroom approach that incorporates imaginative continuous simulations and critical analysis tasks. It is noted that simulations ordinarily in business English courses have two shortcomings: they are disconnected episodes; and the situation, conditions, and purpose are set by the teacher or developer of the instructional materials used, limiting the learner's creative share in the exercise. An imaginative continuous simulation represents uninterrupted modelling of business activities and communication, with the conditions and processes invented by the learners. Situations include a variety of business interview, negotiation, and discussion conditions ranging from getting to know the structure of a company to discussing sales results and targets. The simulation begins with one topic and continues throughout the course until all situations have been addressed. Each situation contains a number of critical analysis tasks concerning different aspects of the firm's business activities, including preparation for meetings, business strategy discussions, and decision-making. Students prepare much of their own material for the tasks, and create a group portfolio. The approach is found to motivate students and develop varied English skills. (Contains 5 references.) (MSE)

ED 422 749 FL 025 469

Bosher, Susan
The Measurement of Acculturation.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the American

creates special problems: There is costly duplication among the provinces in their development and implementation of educational programs; there are inconsistencies in educational content, structures and standards between provinces; and there is confusion about what the Canadian educational "system" is and about where accountability lies for such functions as international education. (CH)

ED 422 768 HE 031 497

Butterfield, Barbara S.; Wolfe, Susan
Envision Your Future and Make It So. A Strategic Planning Workbook for Higher Education Human Resource Professionals.
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Guides; *Change Strategies; Educational Planning; Environmental Scanning; Higher Education; *Human Resources; Long Range Planning; *Management Systems; Personnel; *Policy Formation; Program Administration; *Strategic Planning

This practice manual is intended to provide an organized approach to strategic planning for human resource professionals at all organizational levels, regardless of their familiarity with strategic planning. Chapter 1 provides a brief introduction and chapter 2 describes the strategic planning process. The rationale for pursuing a strategic planning program is the topic of chapter 3; chapter 4 describes the process for selecting the planning team; and chapter 5 describes the creation of the action plan. In chapter 6 issues regarding the communication of the plan to the necessary constituencies are highlighted, and chapter 7 examines ways in which members of the institutional community can become participants in the program. Chapter 8 examines how to balance efficiency and employee involvement in order to achieve the optimum balance between centralization and decentralization within the context of the organizational structure. Finally, chapter 9 notes that strategic planning must be incorporated into the workplace as a continuous process. A set of documents designed to guide the strategic planning process and a copy of the College and University Personnel Association's strategic plan are appended. (Most chapters contain references.) (MAB)

ED 422 769 HE 031 498

King, Jacqueline E.
Improving the Odds: Factors That Increase the Likelihood of Four-Year College Attendance among High School Seniors. College Board Report No. 96-2.
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; Admissions Counseling; *College Applicants; *College Bound Students; College Preparation; *Educational Status Comparison; Educationally Disadvantaged; *High School Seniors; High Schools; Higher

NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; College Students; *Educational History; *Educational Trends; *Faculty Publishing; Graduate Study; Higher Education; Trend Analysis; Undergraduate Study

This paper identifies and discusses salient historical events and trends that have led to the increased importance of scholarly faculty research and the concomitant decline in importance given to undergraduate teaching in many institutions of higher education in the United States. Following the English model, early colleges in the seventeenth and eighteenth centuries emphasized religious orthodoxy for college faculty and undergraduate instruction. By the 1750s the sciences began to be included in the college curriculum and their influence increased throughout the nineteenth century. The increasing importance of graduate education abroad, usually in Germany, led to the pivotal founding of Johns Hopkins University, which led the nation in incorporating the German ideal that scholars should advance knowledge and practice intellectual creativity. Thus, the established practice of studying science was merged with a new emphasis on advancing science at the graduate level. A third major influence on the overall trend toward research and away from teaching was the advent of governmental support for research following World War II. The paper concludes that the real conflict is not between research and teaching but in the fact that research is more important than teaching to the professor's own career. (Contains 15 references.) (DB)

ED 422 788 HE 031 517

Jewett, Frank
The Master's Degree in Social Work at Cleveland State University and the University of Akron: A Case Study of the Benefits and Costs of a Joint Degree Program Offered via Videoconferencing.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Outcomes Assessment; *Cooperative Programs; Cost Effectiveness; Distance Education; *Graduate Study; Higher Education; Interactive Television; *Masters Degrees; Program Costs; Regional Programs; *Social Work
IDENTIFIERS- *Cleveland State University OH; *University of Akron OH

This report evaluates a joint Master of Social Work (MSW) degree program at Cleveland State University (Ohio) and the University of Akron (Ohio) in which half the courses originate on each campus and students use videoconferencing to participate in all courses. The two-year program, which began in spring 1995, admits approximately 48 students each year. Evaluation found an attrition rate of approximately 19 percent and no differences in learning outcomes, as measured by grades, for students at either the sending or the receiving site. It was concluded that two separate programs enrolling the same number of students would cost about 53 percent more than the joint MSW program. Although a single program at one campus would cost less in total than the joint program, the report finds that such a program could probably accommodate only about 67 percent of the

NOTE- 14p.; Paper presented at the Annual Forum of the
Association for Institutional Research (38th, Minneapolis, MN,
May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- College Planning; *Decision Making; Governance;
Governing Boards; Higher Education; *Institutional Research;
Participative Decision Making; *Policy; Policy Formation;
*Private Colleges; *Research Directors; Research Utilization;
Strategic Planning
IDENTIFIERS- *AIR Forum

This paper reports on a project to create and integrate an institutional research function into the executive-level policy decision making process at a private university. The paper identifies ten problems that needed to be overcome; they include: timeliness, consideration of qualitative factors, the limited scope of institutional research analysis, data privacy, data and processes that are subject to manipulation, a bad track record, an orientation to outside agencies, the need for extensive use of information technology, use of jargon, and old data. Recommendations offered include: becoming competent in policy debate, developing a power base, basing research agendas on issues faced by policy makers, increasing the level of environmental scanning, participating in the strategic planning process, establishing collegial linkages with faculty, watching for warning signs of institutional ineffectiveness, and developing ways to make tough choices. The paper sees institutional research as a way to help policy makers concentrate on areas of strength and high student demand, forge multidisciplinary networks to streamline and restructure curriculum, assure a viable admissions policy, make sure academic programs meet changing demands, maintain adequate financial reserves, and examine internal process for efficiency and effectiveness. (Contains 22 references.) (CH)

ED 422 807   HE 031 565

Chatman, Steven P.; Smith, Kandis
Can Race-Blind Policies Produce a Diverse Student Body? AIR 1998
Annual Forum Paper.
PUB DATE- 98
NOTE- 57p.; Paper presented at the Annual Forum of the
Association for Institutional Research (38th, Minneapolis, MN,
May 17-20, 1998)
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Evaluative/Feasibility (142),Speeches,
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Admission Criteria;
Affirmative Action; *Civil Rights Legislation; *College
Admission; College Freshmen; Compliance (Legal); *Diversity
(Student); Educational Finance; Higher Education; Need Analysis
(Student Financial Aid); Paying for College; Policy Formation;
*Racial Balance; Racial Bias; Racially Balanced Schools; Social
Discrimination
IDENTIFIERS- *AIR Forum; Missouri; *Racial Preference

This paper argues that there is reason to reconsider college admissions policies on three levels because: (1) some admissions measures exhibit racial or economic/social status bias, (2) there is evidence that financial barriers exist, and separately or together to formulate plans and budgets. The information generated by this model is used with indicators of program quality and accessibility as an integral part of the campus planning and budgeting process. (Contains 26 references.) (CH)

ED 422 824 HE 031 582

Milam, John
The Glut of Ph.D.s Complex Models for the Faculty Workforce. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Data Analysis; Data Interpretation; Databases; *Doctoral Degrees; Educational Supply; *Faculty Recruitment; *Graduate Study; Higher Education; Hypothesis Testing; *Labor Needs; *Labor Supply; Models; Occupational Surveys; Research Design; Statistical Analysis; *Supply and Demand; Trend Analysis
IDENTIFIERS- *AIR Forum

This study examines some of the literature on college faculty supply and demand and asks whether it is possible to adopt assumptions from the previous research to construct a complex model of faculty workforce using the available data. The study involved a comprehensive review of the literature; numerous interviews conducted by telephone, e-mail, and in person to discuss available datasets and various approaches to faculty supply and demand; analysis of 14 national datasets; and, finally, in-depth review of four datasets to assess their utility for modeling. The model developed had the following components: enrollment (undergraduate, masters, doctoral) broken out by gender and ethnicity; degrees (masters and doctoral); postdoctoral appointments; nonfaculty research staff; faculty population (full-time, instructional, research, and public service) broken out by rank within tenure status by discipline and by tier of institution, and including retirement rates, quit rates, and mortality by discipline; faculty workload for full-time faculty; and research activity, including the need for post-doctoral students, nonfaculty research staff, and degree productivity. This study suggests that it is impossible to construct a complex model of faculty supply and demand with currently available data. The report concludes with recommendations for improved data collection. (Contains 31 references.) (CH)

ED 422 825 HE 031 583

Noxel, Sherri; Katunich, Linda
Navigating for Four Years to the Baccalaureate Degree. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

execution, and delivery of two courses in the graduate program in applied statistics in the College of Engineering at RIT. The educational effectiveness of these courses is reported by making statistical comparisons with parallel courses taught in the conventional classroom by the same instructor. (Contains student evaluations of the course. (Author/DLS)

ED 422 841 IR 018 982

Barshinger, Timothy; Ray, Ann
From Volcanoes to Virtual Tours: Bringing Museums to Students through Videoconferencing Technology.
PUB DATE- 98
NOTE- 8p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; *Constructivism (Learning); *Distance Education; Field Trips; Grade 5; Instructional Design; Instructional Effectiveness; *Interactive Video; Intermediate Grades; Interviews; *Museums; Novelty (Stimulus Dimension); Student Attitudes; Teacher Attitudes; Teleconferencing
IDENTIFIERS- *Childrens Museums; Science Museums; *Video Teleconferencing; Virtual Classrooms

This paper reports on a study at the Children's Museum of Indianapolis that examined how two-way audio/visual interactive learning (2WAVIL) technology can be used to help prepare students prior to a museum visit, hoping that this preparation may help students interact with exhibits in a more constructivist manner. The study focused on children's interpretations of their experience in a novel science museum setting and the 2WAVIL link that preceded it, the classroom teacher's interpretation of those children's experiences, and a comparison of the two. Data were collected from a fifth grade classroom approximately 150 miles from the city; four students and one teacher served as key informants. Data were gathered through interviews, observations, field notes, and researcher reflections. Common themes generated from the interviews were developed and synthesized into assertions about the nature of the experience; these assertions were triangulated with the other data to strengthen the nature of the study. Results suggest that the technology was effective in orienting the students to the gallery environment, supporting research that iterates that any type of advanced organizer will have some positive cognitive and/or affective outcomes. (Contains 14 references.) (DLS)

ED 422 842 IR 018 983

Ben-Jacob, Marion G.
Teaching Mathematics, Science and Technology on the Internet: A Workshop (Description) for Educators in the New Millennium.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 8p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

statistical difference in the learning outcomes between onground and online classes. (AEF)

ED 422 861 IR 019 002

Latta, Gail F.; Bicknell-Holmes, Tracy; Martin, Sara
Improving Academic Rigor through Curriculum Redesign.
PUB DATE- 98
NOTE- 9p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Curriculum Development; *Faculty Development; Higher Education; *Instructional Design; Introductory Courses; Learning Theories; Library Instruction; Material Development; Multimedia Instruction; *Multimedia Materials; Online Systems; Program Development; Teaching Methods; Theory Practice Relationship; Workshops; World Wide Web
IDENTIFIERS- Learning Environments; University of Nebraska Lincoln

Following a discussion of opportunities for improving academic rigor that addresses the challenges of curriculum redesign, theories of learning and multimedia design, and academic departments and multimedia design, this paper focuses on the migration of an introductory course on library research skills at the University of Nebraska-Lincoln from a self-paced, paper manual to a World Wide Web-based, multimedia platform. The paper covers the following topics: (1) the goals of curriculum redesign, including curricular goals, faculty development goals, and curricular redesign; (2) guiding the redesign process, including providing the theoretical basis and putting theory into practice through content analysis, formative and summative assessment, and content specifications; and (3) outcomes of the redesign effort, including curricular quality and faculty development. (Contains 10 references.) (AEF)

ED 422 862 IR 019 003

Lawton, Marny D.; Bonhomme, Mary S.
A Systems Model Approach To Organizing a Distance Learning Program.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Cooperative Planning; *Distance Education; Educational Development; *Educational Theories; Engineering Education; Faculty Development; Higher Education; Instructional Design; Instructional Development; *Instructional Effectiveness; Models; Professional Continuing Education; *Systems Approach; Teacher Role
IDENTIFIERS- Learning Environments; Purdue University IN

This paper focuses on the Purdue University (Indiana) Continuing Engineering Education (CEE) experience in producing distance education over the past 20 years. Discussion includes the role assignments and needed changes for future courses. In addition, one faculty member from each section participated in a phone survey, answering questions about their experiences with the course. It was concluded that using a computer-based asynchronous teaching model is quite different from the more traditional model and requires special considerations; practitioners should incorporate formative and summative evaluations to enhance learner satisfaction, to ensure goal attainment, and to demonstrate accountability. (DLS)

ED 422 880 IR 019 021

Urven, Lance E.; Yin, L. Roger; Bak, John D.
Integration of Live Video and WWW Delivery Systems To Teach University Level Science, Technology, and Society in High Schools.
SPONS. AGENCY- Wisconsin Educational Communications Board, Madison.; Wisconsin Univ., Whitewater.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Advanced Placement; Audiovisual Communications; College Students; Comparative Analysis; Computer Mediated Communication; Computer Uses in Education; Conventional Instruction; Courseware; Delivery Systems; *Distance Education; Grade Point Average; High School Students; *High Schools; Higher Education; Instructional Design; Instructional Effectiveness; *Interactive Video; *Intermode Differences; Science and Society; Science Instruction; Teaching Methods; *Teleconferencing; *World Wide Web
IDENTIFIERS- Technology Integration; University of Wisconsin Whitewater; Virtual Classrooms

In fall 1997, the University of Wisconsin-Whitewater (UWW) provided Science and Technology in Society, a university general studies science literacy course, to advanced placement high school students at three local high schools, using a combination of live video presentations and World Wide Web (WWW) courseware. A total of 26 high school students registered for the course. The instructors met the students personally at the beginning of the semester. At this time, they administered a learning style inventory, and a survey covering demographics, reading and television preferences, computer experience, and academic course work and interests. A pretest of course content was also given. Results of a comparison of grade point averages (GPAs) for traditional and distance education sections of the class were as follows: university students, traditional delivery--2.39 GPA; university students, WWW exercises--2.13 GPA; high school students, WWW exercises/on-site lectures--2.69 GPA; high school students, WWW exercises/video lectures--2.20 GPA. It was concluded that the combined audio/visual and WWW delivery of course content to high school students for college credit is an effective teaching strategy, in spite of some barriers due to bugs in TopClass, the selected WWW course delivery system. (DLS)

ED 422 881 IR 019 022

five sections: (1) "Questions About the Computer Skills Requirement"; (2) "Contents of the Computer Skills Test"; (3) "How To Take the Computer Skills Test"; (4) "Test Taking Strategies"; and (5) "Sample Test." (AEF)

ED 422 898 IR 019 096

Computer/Technology Skills: Standard Course of Study and Grade Level Competencies, K-12. Revised.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Competency Based Education; *Computer Literacy; Curriculum Development; Educational Objectives; Educational Technology; *Elementary Secondary Education; Knowledge Level; Lifelong Learning; Public Schools; Skill Development; State Curriculum Guides; Student Needs
IDENTIFIERS- Computer Use; *North Carolina

North Carolina has maintained a "Standard Course of Study" since the 1890s; every five to seven years since that time, it has been revised to reflect the needs of North Carolina students. The Standard Course of Study includes curriculum that should be made available to every child in the state's public schools. The "K-12 Computer/Technology Skills Standard Course of Study" identifies the essential knowledge and skills that all students need to be active, lifelong learners in a technology intensive environment. The three competency goals defined include: (1) The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies; (2) The learner will demonstrate knowledge and skills in the use of computer and other technologies; and (3) The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information. Following an introduction and overview, activities and objectives are defined for these goals separately for grades K-8, and then collectively for grades 9-12 in different subject areas. Grade Level Strand Guides are provided individually for grades K-8 and collectively for grades 9-12. Contains a glossary of terms. (AEF)

ED 422 899 IR 019 097

Siekmann, Sabine
To Integrate Your Language Web Tools--CALL WebCT.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Natural Language Processing and Industrial Application (NLP & IA/TAL & AI) - Special Accent on Language Learning (Moncton, New Brunswick, Canada, August 18-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Computer System Design; Educational Technology; Instructional Materials; *Internet; Learning Activities; Multicultural Education; Online Systems; *Second Language Learning; Student Role; Teacher Role; *World Wide Web
IDENTIFIERS- *Computer Assisted Language Learning

pressures on governments, enterprises, and individuals will result in buoyant training and further education. In accordance with the new balance scenario, the changing nature of work and society will lead governments, enterprises, and individuals to meet their needs through strategies diminishing the demand for formal training and education. (MN)

ED 422 464   CE 076 907

Taking ACE to the Year 2000. A Vision.
PUB DATE- 98
NOTE- 10p.; For related documents, see CE 076 905-906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Programs; *Community Education; Educational Needs; *Educational Objectives; *Educational Policy; Foreign Countries; Futures (of Society); Government School Relationship; Lifelong Learning; Needs Assessment; Position Papers; Postsecondary Education; *Statewide Planning; Trend Analysis
IDENTIFIERS- *Australia (Victoria); Scenarios

Over the past decade, the autonomously owned and managed community-based organizations constituting the adult and community education (ACE) sector in Victoria, Australia, and the Victorian government have embarked on a partnership to create lifelong learning opportunities for adults. After extensive consultation with stakeholders in the ACE sector, Victoria's Adult, Community, and Further Education Board adopted a holistic view of lifelong learning and learners and proposed a series of future directions for ACE that are based on the proposition that ACE is learner centered, has education at its core, is community owned and driven, values and promotes diversity, is adaptive and responsive, and is innovative. After nine social and economic changes that have posed challenges for ACE were considered in the context of the inherent strength and culture of ACE, the following were identified as the strategic directions for ACE: widen participation in ACE through policies recognizing, responding to, and affirming the diversity of Victoria's population; augment the learning structures of ACE that will give expression to the best of lifelong learning in community settings; create self-renewing learning societies through community ownership of ACE; and apply public funds flexibly to extend opportunities and improve the quality of outcomes in ACE. (MN)

ED 422 465   CE 076 929

Green, Anson M.
MUJER: Mothers United for Jobs, Education, and Results. 1997-8 Project FORWARD Project-based Learning Project Summary.
PUB DATE- 98
NOTE- 27p.; For related documents, see CE 076 930-931.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Programs; *Computer Uses in Education; *High School Equivalency Programs; *Internet; Mentors; One Parent Family; Program Development; Program Effectiveness; Questionnaires; Unwed Mothers; *Welfare Recipients; *World Wide Web
IDENTIFIERS- General Educational Development Tests; *Job

Design; Curriculum Guides; *Job Skills; Job Training; *Machine Tool Operators; Manufacturing Industry; Postsecondary Education; Program Development; *Program Implementation; *Sheet Metal Work; *Technical Education; Vocational Education

This document describes the MASTER (Machine Tool Advanced Skills Educational Resources) program, a geographic partnership of seven of the nation's best 2-year technical and community colleges located in seven states. The project developed and disseminated a national training model for manufacturing processes and new technologies within the American machine tool industry. Goals of MASTER include the following: (1) assess instructional materials from an industry point of view; (2) design and develop a comprehensive series of instructional support materials with laboratory experiments specific to the machine tool and metals-related industries; (3) conduct pilot programs to evaluate content and effectiveness; (4) assess students at point of entrance and exit; and (5) compile and package project deliverables in CD-ROM format for national dissemination. This document contains the following: project methodology, development center profiles, pilot program descriptions and evaluations, acknowledgments, career enhancement and technical modules, career action plan model, job development center model, internship model, and industry training model. The modules and models each include an overview, descriptions, and specific information about its content. Three attachments contain sample materials from the Machining module, one of 11 technical modules developed by the project. (KC)

ED 422 483 CE 077 006

Remediation, General Education, and Technical Mathematics. Educational Resources for the Machine Tool Industry.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.

PUB DATE- 98

NOTE- 150p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Literacy; *Basic Skills; Communication Skills; Competence; Competency Based Education; Course Descriptions; Curriculum Design; Curriculum Guides; High School Equivalency Programs; Instructional Materials; Learning Modules; Literacy Education; *Machine Tool Operators; Manufacturing Industry; Mathematics Instruction; Postsecondary Education; *Remedial Instruction; Science Instruction; *Sheet Metal Work; Teaching Methods; *Technical Education; Tool and Die Makers; Vocational Education; *Workplace Literacy

IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

This document contains descriptions of adult education courses in remediation, general education, and technical mathematics. They are part of a program developed by the Machine Tool Advanced Skills Technology Educational Resources (MASTER) program to help workers become competent in the skills needed to be productive workers in the machine tools industry. Eight course descriptions are included in the remediation program: adult literacy, college preparatory reading I and II, writing skills

ED 422 495 CE 077 020

Catri, Deborah Bingham
Vocational Education's Image for the 21st Century. ERIC Digest No. 188.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attitude Change; *Community Attitudes; *Educational Attitudes; *Marketing; Postsecondary Education; Public Opinion; *Public Relations; Secondary Education; Strategic Planning; *Vocational Education
IDENTIFIERS- *Educational Marketing; ERIC Digests

Because of its pervasive "image problem," vocational education (VE) is not being given high priority by leaders of the new vocational education school reform movement and it is being forced to compete against others in the arena of education for a shrinking student population and scarce resources. Like other service industries, VE has much to gain from capitalizing on the benefits of a comprehensive marketing approach. For a number of years, marketing professionals have urged vocational educators to get serious about image building. Among their suggestions for marketing VE are the following: work to position VE as the leader in occupational training; develop a very aggressive marketing campaign with major messages that change present perceptions; emphasize VE's role as a viable alternative that can in fact lead to completion of an undergraduate degree; replace occasional bursts of marketing with strategic marketing planning conducted on a regular, long-term basis; and keep strategic marketing plans fluid. Marketing has a major role to play in developing a positive response to VE. Regardless of the level or specific VE institution involved, the basic marketing approach remains the same: it requires an internal marketing effort, strategic plan, and fully committed administration. (Contains 12 references) (MN)

ED 422 496 CE 077 021

Modified Occupational Completion Points in Vocational Education for Students with Disabilities. Proceedings Document (Tampa, Florida, October 27-28, 1997, November 6-7, 1997).
PUB DATE- 98
NOTE- 297p.; For a related document, see ED 386 577.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Carpentry; Child Care Occupations; *Competence; Competency Based Education; *Disabilities; Early Childhood Education; Educationally Disadvantaged; Foods Instruction; Graphic Arts; High Schools; *Job Skills; Marketing; Performance Factors; *State Standards; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Florida; *Modified Occupational Completion Points

This document reports the outcomes of a series of meetings held in Florida to provide an overview of modified occupational completion points (MOCPs), to share examples of successful district practices, and to develop plans for implementing MOCPs

Bibliographies; *Articulation (Education); Bilingual Education; Career Education; Community Centers; Cooperative Education; Correctional Education; Demonstration Programs; *Education Work Relationship; Employment Programs; Employment Qualifications; Grants; High Schools; Indigenous Populations; Information Sources; Integrated Curriculum; Job Skills; *Literacy Education; National Programs; *National Standards; Nonprofit Organizations; Postsecondary Education; Program Administration; School Business Relationship; Secondary Education; Technical Institutes; Tribally Controlled Education National Center for Research Vocational Education
IDENTIFIERS- National Center for Research Vocational Education

This document, which is intended for teachers, program directors, researchers, businesspeople, and students, is an annotated bibliography of more than 600 programs and resources that were developed with funds from the Office of Vocational and Adult Education in fiscal years 1987-1998. The document is divided into two parts. Part 1 is a summary of the programs, products and materials, and training services developed by grantees or contractors. Within part 1, projects and materials are listed by program as follows: Bilingual Vocational Training Program; Community Education Employment Centers; Correctional Education; Indian Vocational Education Program; Integration of Vocational and Academic Learning Program; National Center for Research in Vocational Education; National Workplace Literacy Program; Native Hawaiian Vocational Education Program; New Urban High School; School-to-Work Cooperative Demonstration Projects; Skill Standards (Business and Education Standards Program); and Tribally Controlled Postsecondary Vocational Institutions Program. Each section begins with a program overview containing the following: program's primary objective(s) and major activities; award period; participating groups and/or organizations; information about additional funding and contact person(s). Each summary provides the federal and project contract, award period, and a website address (where available). Part 2 lists some programs or organizations that fund and/or disseminate similar information. (MN)

ED 422 514 CE 077 055

Jobs Corps: Vocational Training Performance Data Overstate Program Success. Statement of Cornelia M. Blanchette, Associate Director, Education and Employment Issues, Health, Education, and Human Services Division. Testimony before the Subcommittee on Human Resources, Committee on Government Reform and Oversight, House of Representatives.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Cost Effectiveness; *Disadvantaged Youth; Educationally Disadvantaged; *Job Training; National Programs; *Outcomes of Education; Position Papers; Program Costs; Reliability; *Vocational Education; *Youth Employment; Youth Programs
IDENTIFIERS- Congress 105th; *Job Corps

The Department of Labor (DOL) conducts several activities to foster Job Corps' employer and community linkages to ensure the appropriateness of its vocational training to local labor markets and its relevance to employer needs. However, a review by the General Accounting Office (GAO) determined that information reported by DOL on the percentage of Job Corps suffering and near death? Underlying this issue are very difficult questions about the evolving rights of patients, medical standards, and societal norms--questions about the American way of death, which often involves needless pain and unwanted treatment. Three choices are presented in a brief proposal format for use with National Issues Forums. "Choice 1: Let Patients Die with Dignity," holds that physician-assisted suicide is a humane way of death that is widely and secretly practiced today. "Choice 2: Improve Care for the Dying," raises the concern that dying patients often suffer needlessly in our healthcare system, which routinely ignores patient's final wishes concerning treatment. Correcting the existing system is recommended. "Choice 3: Above All, Sustain Life," is based on the premise that life is invaluable and should be inviolable, and society and the medical community must strengthen their commitment to preserving life. References "For Further Reading" and checklists "In Support" and "In Opposition" are presented with each choice. A summary that displays comparable points for each viewpoint is included. National Issues Formats are described, and ballots to be used before and after attending forum meetings are provided. (EMK)

ED 422 532 CG 028 567

Puls, Daniel W.
Achieving Masculinity: A Review of the Literature on Male Gender Identity Development.
PUB DATE- 98
NOTE- 66p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- Homosexuality; Individual Development; *Males; Sex Differences; Sex Role; *Sexual Identity; Social Development

Distinctions between males and females arise as a result of a complex developmental process involving biological, psychological, and sociological forces. Much research on male gender identity development has spurred from the increased interest in the etiology of homosexuality over the last two decades. Political, religious, and moral issues often fuel the interest in certain kinds of research, and the same is true in the research on male gender identity development because of the relationship between gender identity and sexual orientation. Biological forces have been cited as the major impetus for homosexuality as well as many other personality constructs by popular science and the media. As a result, the sociological and environmental forces, as well as individual psychological differences, tend to be overlooked. A gestalt approach is needed. The body of literature supports a bio-psycho-social interaction, which seems to appropriately demonstrate the complex nature of gender identity and its development. Finally, one could suggest that a spiritual aspect be included in the concept of gender; the differences between men and women should be celebrated. (Contains 65 references.) (EMK)

ED 422 533 CG 028 568

Capodanno, Karin H.
The Effects of Countertransference on the Therapist Treating Borderline Personality Disorder: A Review of the Literature.
PUB DATE- 98
NOTE- 70p.; Doctoral research paper, Biola University.
LANGUAGE- English

specific populations: (4) "Detention Services for Juveniles" (J. P. Treahy); (5) "Facility Programming for Female Delinquents" (L. Albrecht); (6) "Facility Programming for Sex Offenders" (B. Janes); (7) "Managing Aftercare Services for Delinquents" (D. M. Altschuler, T. L Armstrong). Part 3, "Managing Program Administration," covers: (8) "Managing Clinical Programs for Juvenile Delinquents" (V. M. Agee); (9) "Manging Recreation and Leisure for Juvenile Delinquents" (J. Calloway). Part 4, "Managing Program Training and Evaluation," covers: (10) "Training Programs and Staff Development" (H. R. Cellini); (11) "Research: A Macro View of Statewide Issues" (M. S. Satin); (12) "Artful Research Management: Problems, Process, and Products" (A. P. Goldstein, B. Glick). Part 5, "Managing System Issues," brings together several remaining organizational issues: (13) "Cultural Sensitivity in Delinquency Prevention and Intervention Programs" (F. I. Soriano, L. Lleva); (14) "Understanding the Public-Private Partnership: The Administrator's Role" (K. C. Walsh); (15) "Budgets and Financing Juvenile Programs: What Every Program Manager Needs to Know about Budget and Finance" (W. J. Bradley); (16) "The Changing Role of Professional Associations" (J. A. Gondles, Jr.). (EMK)

ED 422 552   CG 028 659

Russell, Todd T.; Madrigal, Julio F.
Counseling in the U.S.-Mexico Border Region.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biculturalism; Bilingual Education; Code Switching (Language); *Counseling; Counselor Training; *Cultural Context; Hispanic American Culture; Mental Health Workers; Mexican American Education; *Mexican Americans; School Counseling; Substance Abuse
IDENTIFIERS- *Mexico United States Border

Residents of the U. S.-Mexico border region have the immense task of reconciling two different and often incompatible cultures, traditions, and languages. The cultural and environmental conditions of the South Texas border region are briefly described, and economic and social conditions are reviewed. The unique counseling needs of borderlanders of Mexican descent are identified and discussed. In order to properly provide counseling services to "fronterizos," mental health professionals must be bilingual and must understand the socioeconomic factors of the area and the social dynamics between the two nations. The counselor is confronted by challenges of counseling bilingual clients in two languages, differences of culture within each of the language or national traditions, high rates of substance abuse, violence, and depression, and the not always smooth transformation of traditions from the past. Assets of the region include a strong emphasis on family and personal relationships. Specific issues for school, college, mental health, and substance abuse counselors are highlighted; education opportunities and issues are reviewed. The counseling professional "en la frontera" can facilitate the process of a client developing a strong bicultural identity that effectively weaves together the fabrics of the two cultures. (EMK)

Gale, Xin Liu
Theory Writing as Becoming: Past Experiences Thrice-Lived.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Intellectual Development; Life Events; *Scholarship; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Composition Theory; Foucault (Michel); Freire (Paulo); *Personal Experiences; Writing Contexts

This paper contends that if the teaching of theory is to be liberatory rather than alienating, the process of theorizing and theory writing needs to be demystifed. To do this, the paper first describes a personal experience that set the course of an educator's life--her learning of English (taught to her by her father) in China. The paper then discusses the impression that Paulo Freire's "Pedagogy of the Oppressed" made on her (and the reaction that it elicited) during her first semester of Ph.D. studies at the Beijing Institute of Foreign Languages, as well as the impression made by articles by Mike Rose and J. Elspeth Stuckey. Next, the paper reflects on the experience of teaching "repeating" students and the parallels with the home schooling the educator received from her father. Finally, the paper considers theory writing as transforming the past into the future, commenting on Michel Foucault's "Discipline and Punish," his investigation of the coercive and permeating power of institutions and the academic disciplines, and considering Foucault against her own experiences as a student. The paper concludes that theory writing depends more than anything else on lived experiences; it consumes a complex process of experiencing and re-experiencing, reflecting and re-reflecting, questioning, resisting, investigating, encountering others, shaping and reshaping, and transforming the past experiences into a process of becoming. (Contains 9 references.) (NKA)

ED 422 572 CS 216 451

Jay, Hilda L.; Jay, M. Ellen
250 Activities and Ideas for Developing Literacy Skills.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Class Activities; Computer Literacy; Early Childhood Education; *Language Arts; *Learning Activities; *Literacy; Reading Skills; *Skill Development; Writing Skills
IDENTIFIERS- *Literacy Across the Curriculum

Designed for use at school or at home, this book focuses on the development of seven types of literacy: linguistic, visual, mathematical, scientific, geographic, economic, and computer. The book's suggested activities are each introduced with a

DESCRIPTORS- *Feedback; *Freshman Composition; Higher Education; *Teacher Student Relationship; *Writing (Composition); *Writing Evaluation; *Writing Processes; Writing Research
IDENTIFIERS- Descriptive Research; Rosenblatt (Louise); Transactional Theory

A study was conducted of 4 university instructors teaching a first-year composition class and of 16 of their students (4 for each instructor) randomly selected. Parts of the interviews, parts of the think-aloud protocols, and parts of the instructors' written comments are examined--the focus is on the way that students and teachers approach instructors' written comments on students' papers. Here students and instructors play out their respective tasks with certain "lines" already given by the "playwright," the educational environment; however, these "actors" could also "improvise" as they saw fit within certain parameters, such as adapting to the perceived needs of specific audiences. According to Louise Rosenblatt (1978), instructor commentary is part of a transactional event. This study identified five sequential periods in this transactional event: (1) students writing in response to a prompt; (2) instructors reading drafts and writing responses; (3) students reading instructor commentary and revising their essays; (4) instructors reading student revisions and writing responses; and (5) students reading instructor commentary on revisions. Throughout these sequential periods students and instructors manifested certain common patterns in making meaning out of each others' texts and their own. They read each other's texts primarily for content, assess each other's texts to some degree, plan what to do as a result of reading each other's texts. But these instructors and students also shift their perspectives according to the stage in this transactional event they are in, interpreting contexts also according to elements outside the particular period of the sequence. (NKA)

ED 422 590 CS 509 883

Jensen, Gina
The Forensic Widow: Reflections on Living with and Assisting a Forensic Director.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Family Involvement; Family Life; *Helping Relationship; Higher Education; Marriage; *Spouses; Teacher Responsibility; *Teamwork
IDENTIFIERS- *Debate Coaches; Debate Tournaments; *Spouse Role

A number of unique challenges face the spouse of a forensic educator, including the possibility of becoming a forensic widow/widower. The job of a forensics coach is all-encompassing and requires endless hours of dedication, drive, and driving. Trying to keep up on all of the required duties is very time consuming and leaves little time for anything else. The forensics coach spends all but two or three weekends during a school year traveling to tournaments. All of the time alone spent by the spouse who stays at home can leave that spouse lonely and with a lot of responsibility. Some spouses have time available to spend becoming involved in tournaments hosted by their forensic partner, and they may be able to travel with to learn about problem-based learning from the perspectives of teachers, students, parents, administrators, and curriculum developers. Chapter 1 tells stories through the comments of teachers and students who have experienced PBL and illustrates PBL's possibilities with vignettes from several grade levels and contexts. Chapter 2 provides an overview of PBL, and chapter 3 presents background information. Chapters 4, 5, and 6 allow readers to play with an idea (like declining frog populations, underage smoking, or mosquito abatement) and make it their own. Tips are offered for mapping the terrain of problem possibilities, planning a problem-based adventure, developing the problem statement, and implementing the discovery process (via coaching, facilitating understanding, diagnosing, mentoring, questioning, modeling, managing group work, monitoring student engagement, and embedding instruction and assessment). Chapter 7 explains the rationale for problem-based learning. (Contains 84 references.) (MLH)

ED 422 610   EA 029 226

Eratuuli, Matti; Nylen, Christer
The Improvement of School Leadership: Co-operation between Russian, Swedish, and Finnish Principals. Part I: The Background, Context, and the Principals' Job Descriptions. Research Report 151.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Behavior; *Comparative Analysis; *Cultural Background; Cultural Context; Educational Administration; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; *Principals; *School Administration
IDENTIFIERS- Finland; Russia; Sweden

To explicate the difference between school management and leadership, a description of principals' behavior, especially in the area of instructional leadership, from their own perspective is presented. The test group consisted of nine Russian, nine Swedish, and two Finnish principals. Data were collected from essays written by the principals in which the topic was "myself as a principal." The results show that Swedish and Finnish principals had a slightly more general perspective than did Russian principals. Swedish principals' descriptions were on the level of actions, whereas the descriptions of Russian principals were more abstract and dealt with the principles of leadership. All groups brought up the administrative factor, which in this context means the creation of the foundations and support for the successful functioning of the school. No single factor in background or environment could be said to have caused any differences in the leaders. But the task areas that the principals regarded as important differed significantly in the different schools. Analyzing the national background of the principals indicates that the systematic education of a principal can be seen in their work. (RJM)

ED 422 611   EA 029 232

Drake, Pat, Ed.; Owen, Patricia, Ed.

Clark, Catherine P.; England, Claire
Educational Finance. Briefing Paper: Texas Public School Finance and Related Issues.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Budgeting; Educational Change; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Government Role; Government School Relationship; *Public Schools; State Government
IDENTIFIERS- *Texas

This document explores various issues that affect Texas public school finance. It opens with an overview of the Texas public school system, which comprises 1,043 independent school districts, with an average of 6.4 campuses per district. The federal role in financing schools is examined, along with education finance and the state budget. Four major models of school-finance equalization are presented, and school-finance equity issues are dealt with in depth. The text looks at school-finance adequacy issues and lays out how local school districts secure their revenue, for example, a two-tier system. Expenditures for facilities and debt service and operating expenditures, including accounting procedures and laws governing financial transactions, are described. Some of the school-finance efficiency issues, such as productivity and educational outcomes, are discussed, as are public-policy issues: accountability, choice, and reading. Reform issues on the national and state levels receive coverage and include National Education Goals, safe schools and discipline, capacity, learning time, technology, and reducing the dropout rate. Finally, emerging issues in education, such as high standards and the importance of public education, are described. (RJM)

ED 422 631 EA 029 312

Montgomery, John D., Ed.
Values in Education: Social Capital Formation in Asia and the Pacific.
PUB DATE- 97
NOTE- 199p.; Papers presented at a conference in Hong Kong, January 1997.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cultural Influences; Curriculum; Educational Philosophy; *Educational Principles; Elementary Secondary Education; *Family Influence; Foreign Countries; Individualism; *Social Values; Values
IDENTIFIERS- Asia; Pacific Rim; *Social Capital

Social capital creates or reinforces the mutual trust that binds people together. Some of the traditional human values in Asia and the cultural changes Asians face in order to survive in an era of globalization are presented in this collection of essays. The chapters emphasize the strong influence of values on education, the role of education in building social capital, and the necessity of expanding social capital in order to enhance human potential. In chapter 1 ("Defining Values"), John reduced class size and therefore should be assessed as part of the evaluation of student outcomes. A methodology section discusses evaluating the implementation of the class size reduction initiative with discussion on overall design, data collection, sampling, data analyses, an advisory board, and deliverables. Contains 29 references. An appendix discusses the importance of evaluating class size reduction to California educational policy. (RJM)

ED 422 651 EA 029 338

Fulkerson, Jayne A.; Harrison, Patricia A.; Beebe, Timothy J.
Alternative Schools and Area Learning Centers. 1996 Minnesota Student Survey.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Educational Needs; Elementary Secondary Education; *High Risk Students; *Nontraditional Education; Program Evaluation; Student Behavior; Student Characteristics; Student Evaluation
IDENTIFIERS- *Minnesota

Alternative schools and area learning centers are individualized, nontraditional programs that lead to a high school diploma. To assess how students were doing in these schools and learning centers, the Minnesota Student Survey was administered in 1996 to 3,764 voluntary participants. The highlights of the results are reported here. To gain an accurate comparison with other youth, these alternative education adolescents were matched with children of the same gender and age who were randomly selected from regular public schools. Findings show that students in alternative education centers reported a number of problems. Rates of family substance abuse were two times higher for these adolescents than for students in regular schools. Furthermore, adolescents in alternative education centers were twice as likely as their regular school counterparts to have been physically abused, to have witnessed abuse within their families, or to have been sexually abused themselves. The results of the survey support the benefits of the alternative education centers. They also have implications for further curricula development and interventions with individual students. Five suggested improvements to services for adolescents are included. The findings are presented in five parts: youth, their families and their environments, which focuses on demographics, family relationships, violence and abuse; psychological distress, which addresses self-esteem and self-injurious behavior; sexual activity; school perceptions and behaviors; and antisocial and illegal behaviors, such as substance use and delinquent behavior. (RJM)

ED 422 652 EA 029 339

Zedalis, Catherine Lee Wade
An Appraisal of the Effects on Secondary Education of the Reforms of the Late 1980s in the Flemish Community of Belgium: Quality Maintained.
PUB DATE- 98
NOTE- 57p.; Master's Research Paper, University of Tulsa.
LANGUAGE- English

ED 422 671 EA 029 628

Protecting Students from Harassment and Hate Crime. A Guide for Schools.
PUB DATE- 99
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Board of Education Policy; Court Litigation; *Crime Prevention; Cultural Differences; Definitions; Delinquency Prevention; Diversity (Student); *Educational Environment; Elementary Secondary Education; Federal Legislation; Government Publications; Grievance Procedures; Law Enforcement; *Policy Formation; Public Schools; School Community Relationship; School Districts; *School Security; Sexual Harassment
IDENTIFIERS- Conflict Management; *Harassment; *Hate Crime

Education and law enforcement officials are all committed to ensuring that students throughout the nation are able to attend school safely, free from all forms of harassment. However, some students are subject to verbal and physical abuse and intimidation based on their race, ethnicity, national origin, religion, sex, disability, or sexual orientation. This harassment can lead to serious violence against students and can adversely affect their ability to learn or to benefit from an educational program. School officials, working closely with students, parents and community groups, play a critical role in ensuring that such forms of harassment and violence have no place in the schools. This guide provides a framework for developing policies and practices to prevent harassment and to respond to it effectively when it does occur. Actions that are specifically required by current federal law are identified and best practices to ensure an effective program are recommended. The guide provides step-by-step assistance to schools for the following: (1) developing a comprehensive written anti-harassment policy; (2) identifying and responding effectively to harassment; (3) establishing formal reporting and complaint procedures; (4) creating a safe and supportive school climate; (5) responding to hate-motivated violence through cooperation and partnerships between school and law enforcement officials; and (6) developing crisis intervention plans to avoid disruption of the educational process. The guide defines and describes harassment and hate crimes, contains information about applicable laws, details specific positive steps that schools can take to prevent and respond to harassment, includes sample policies and procedures used by school districts, and identifies many of the resource materials available to assist schools. (Author/MLF)

ED 422 672 EC 306 570

Luetke-Stahlman, Barbara
Preparation of Leadership Personnel: Combined Deaf Education/Learning Disabilities. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

which covers services to children from birth through age 3; and (2) the Preschool Grants Programs (Section 619) of Part B of IDEA, which covers services to children from ages 3 through 5. The document includes charts indicating the number of infants and toddlers receiving early intervention services and the number and type of personnel employed and needed to provide early intervention services. The next section provides information on the number of children served under the IDEA, Part B Preschool Grants Program, the number of children ages 3-5 served in different educational environments, and the total number of teachers employed and needed to provide services. The following sections provide information specific to the Early Education Program for Children with Disabilities and discuss parent professional partnerships. (CR)

ED 422 690 EC 306 652

Spencer, Karen C.
Assistive Technology Training for Occupational Therapy. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Appropriate Technology; *Assistive Devices (for Disabled); *Disabilities; Educational Cooperation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Occupational Therapy; Outreach Programs; Postsecondary Education; Professional Development; Professional Personnel; Professional Training; Program Effectiveness; Rural Areas; Speech Language Pathology; Teamwork; *Training Methods

This report describes the outcomes of a 4-year project undertaken by the Department of Occupational Therapy at Colorado State University in cooperation with numerous school districts and the Colorado Department of Education. The Assistive Technology Training For Occupational Therapy (ATTOT) prepared a total of 20 related service professionals (19 occupational therapists and 1 speech language pathologist) to address the technology-related needs of children and youth with disabilities. As part of their training, the students shared their acquired expertise with others and delivered inservice training and support to regular and special educators (including related service personnel), and families. This outreach effort reinforced and expanded the use of assistive technology among students with disabilities in the public schools in the largely rural Rocky Mountain region. Outcomes of the program included: (1) a total of 20 graduate students completed participation in the assistive technology program; (2) all participants worked with public school teams in 10 different school districts to provide assistive technology training and services; and (3) a total of 388 school team members received consultative or collaborative services directly from the participants in the program, and 154 students with disabilities in 40 schools have been impacted as a result of this collaborative effort. (CR)

ED 422 691 EC 306 653

Wald, Judy L.
Retention of Special Education Professionals: A Practical Guide of Strategies and Activities for Educators and Administrators.

Development; Statewide Planning; Toddlers
IDENTIFIERS- *Alaska; *Individuals with Disabilities Education Act Part H

This booklet describes services provided in Alaska for infants and toddlers with special developmental needs under Part H of the Individuals with Disabilities Education Act in 1996-1997. Introductory information includes a mission statement, a listing of six early intervention service principles, and a summary of the history of early intervention in Alaska. Next, eligibility standards under Part H are identified, noting that 882 infants and toddlers were enrolled in 1996, including 470 who were Part H eligible, a 17 percent increase over the previous year. Information on Individualized Family Service Plans (IFSPs) is provided, including a table detailing specific services that are part of IFSPs. The following section identifies the 17 Infant Learning Programs in the state's 17 regions. A summary of major activities reports accomplishments during the year regarding program standards and the review process, training/early intervention, the comprehensive system of personnel development, personnel standards, the paraprofessional service system, accessing funds, procedural safeguards and mediation, the Alaska Transition Training Initiative, and data collection. The final section reports accomplishments of the Interagency Coordinating Council's Early Intervention Committee. Listings of Committee members and program publications are attached. (DB)

ED 422 708 EC 306 688

Harris, Perri; Lewin, Lori
Information Package on Disability Studies.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Disadvantaged; *Economic Factors; Feminism; Films; Individual Differences; Organizations (Groups); Periodicals; Personal Narratives; *Political Influences; Program Descriptions; Resource Materials; Scholarly Journals; *Social Control; *Social Influences; Social Status; Textbooks

This document is a resource guide to disabilities studies, an approach to disability which seeks to examine the social, economic, and political forces that for years have served to marginalize and oppress people with disabilities. Following an introduction that explains the field of disability studies, Section 1 is an annotated bibliography of 13 disability studies texts and a list of 14 additional recent publications. Section 2 is an annotated bibliography of 12 feminist disability studies and Section 3 describes 11 autobiographies and personal narratives. The following section describes eight movies and documentaries related to disability studies. A list of 24 more mainstream films is also included in this section. Section 5 offers fairly detailed descriptions of classes, programs, or concentrations in disabilities studies held at eight institutions. Data include contact information, program emphasis, and program requirements. The next three sections describe seven journals and magazines, nine organizations, and six Internet resources concerned with disability studies. Attached are the following article reprints: "Disability

Between Institution and Practice") (Laurent Gajo, Marinette Matthey); "Formation des enseignants et education bilingue en Suisse" ("Language Teacher Training and Bilingual Education in Switzerland") (Anne-Claude Berthoud, Laurent Gajo); and "L'image du francais en Suisse romande. Une enquete sociolinguistique en 'Pays de Vaud' (Giuseppe Manno)" ("The Image of French in French-speaking Switzerland. A Sociolinguistic Look at 'Pays de Vaud' (Giuseppe Manno)") (Pascal Singy). A book review is also included. (MSE)

ED 422 727 FL 025 426

Nikula, Tarja; Marsh, David
Terminological Considerations Regarding Content and Language Integrated Learning.
PUB DATE- 98
NOTE- 8p.; In: Vous avez dit "immersion?" (You Said "Immersion?"); see FL 025 425.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; Foreign Countries; *Interdisciplinary Approach; *Language of Instruction; *Language Role; *Second Language Programs; *Second Languages; Vocabulary
IDENTIFIERS- *Content Area Teaching

The term "content and language integrated learning" is suggested as an umbrella term for a general pedagogical approach that includes a number of methods of teaching and learning non-language subjects through a second or foreign language. Usage of other, related terms is discussed, and distinctions are made between them. These include teaching content through a foreign language; content-based second language instruction; language enhanced/enriched content instruction; bilingual education; mainstream bilingual education; plurilingual education; and immersion. It is suggested that none of these are equivalent terms, and that different locales may have very different ways of realizing content and language integration, confirming the need for a broad term to encompass a variety of educational approaches. (Contains 18 references.) (MSE)

ED 422 728 FL 025 427

Balboni, Paolo E.
Educazione bilingue e multiculturale, istruzione bilingue, immersione totale: quattro nozione da definire (Bilingual and Multicultural Education, Bilingual Instruction, Total Immersion: Four Notions Needing To Be Defined).
PUB DATE- 98
NOTE- 13p.; In: Vous avez dit "immersion?" (You Said "Immersion?"); see FL 025 425.
LANGUAGE- Italian
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Comparative Analysis; Educational Strategies; Educational Theories; Elementary Secondary Education; Foreign Countries; *Immersion Programs; *Language Role; Linguistic Theory; *Multicultural Education; *Second Language Programs

This article suggests that the terms "bilingual education, multicultural education, bilingual instruction, and total immersion" refer to four distinct processes, each needing to be

Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Acculturation; Attitudes; College Students; Ethnic Groups; *Ethnicity; High School Students; Higher Education; *Hmong People; Immigrants; Language Role; *Measurement Techniques; Second Language Learning; *Second Languages; Self Esteem; Test Reliability; Test Validity

This paper describes the development and application of an instrument to measure the relationships between acculturation, ethnicity, second language learning, self-esteem, and academic success among the Hmong student population in United States postsecondary schools. The instrument assessed seven dimensions of acculturation (behavioral, social, linguistic, values, attitudes, and ethnic self-identification) in terms of both orientation toward Hmong culture and orientation toward mainstream American culture. Items were designed to be as culturally appropriate and explicit as possible. The questionnaire was written in English and piloted with high school students. Results of statistical analyses of the measure's reliability and validity are presented in some detail. It is noted that the instrument could be adapted for other immigrant populations. (Contains 73 references.) (MSE)

ED 422 750 FL 025 472

Kamada, Laurel D.
Bilingual Family Case Studies (Vol. 2). Monographs on Bilingualism No. 5.
PUB DATE- 97
NOTE- 64p.; Produced by the Bilingualism National Special Interest Group.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Case Studies; Chinese; Comparative Analysis; Educational Background; English; Family Environment; *Family Influence; Family (Sociological Unit); Fathers; Foreign Countries; Japanese; Language Acquisition; Language Dominance; Language Proficiency; Language Research; *Language Role; Monolingualism; Mothers; Native Speakers; *Parent Influence; Place of Residence; Second Language Learning; *Second Languages; *Sex Differences; Travel
IDENTIFIERS- Missionaries

The group of case studies of family bilingualism examined the influences of maternal and paternal native language, schooling choices, travel and residence choices, and family background on development of bilingualism in the children. The families studied include eight Japanese-English bilingual families (one study including five generations) and two Chinese-Japanese families, including a total of 20 children. In each case, the family, language, and educational background of each family member is described and the family context for bilingualism is explored. The educational choices of the families and some of the main themes emerging in the case studies are also summarized. Themes identified include: the important influence of the parents in language development; the greater influence of the mother's native language; development of passive bilingualism; the role of parent language use in language loss or attrition; the differential roles of parent monolingualism and bilingualism; the influence of missionary upbringing; the

Education; Low Income Groups; Outcomes of Education; Questionnaires; Socioeconomic Status; *Student Characteristics

The central purpose of this study was to identify factors that increase the likelihood that high school seniors will plan to attend a four-year college, paying particular attention to variables that are associated with college attendance by low-income students. Logistic regression was applied to data from three sources: telephone interviews with 900 seniors who took the Scholastic Assessment Test (SAT) I, a survey completed by these students when they registered for the SAT, and their combined SAT scores. The findings of the study reinforced those in much of the literature. As many studies have found, socioeconomic status, family support, educational goals, academic self-concept, financial aid, and academic achievement were all significant predictors of plans to attend college for the full sample and, for the most part, for the 300 low-income students in the sample. This study found two previously untested variables to be particularly important predictors: the number of years students took college preparatory courses had a significant positive effect on the probability that they planned to attend a four-year college or university; and the beliefs of guidance counselors about students' post-graduation plans had a strong influence on low-income student outcomes. The interview protocol and survey instrument are appended. (Contains 44 references.) (MAB)

ED 422 770 HE 031 499

Breneman, David W.; Haarlow, William N.
Remediation in Higher Education. A Symposium Featuring "Remedial Education: Costs and Consequences."
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; College Students; Compensatory Education; *Costs; *Educational Finance; Educational Planning; Educationally Disadvantaged; *Enrollment; Higher Education; *Remedial Instruction; *Remedial Programs; Student Characteristics
IDENTIFIERS- California; Florida; Maryland; Ohio; Texas

This symposium report consists of a 22-page report by Breneman and Haarlow, followed by 28 pages containing separate commentaries by Robert M. Costrell, David H. Ponitz, and Laurence Steinberg, respectively. The report builds on earlier research into the costs of remedial education as it relates to the total higher education expenditures in the U.S. Data on the cost of remedial programs and the ages of students enrolled were requested from all 50 states. In addition site visits were made to five states (California, Florida, Maryland, Ohio, and Texas) as well as to the National Center for Development Education (NCDE) in Boone, North Carolina. This study supports the earlier estimate that remedial education costs public colleges and universities about $1 billion annually, or roughly 1 percent of the institutions' current revenues of $115 billion. The report's introduction includes a brief description of the terminology and a history of remedial education in the United States. Following is a discussion of the 50-state surveys of costs and enrollments. Next, data from the five state site visits are presented, as are the age distribution findings of the NCDE national study. Finally, the nature of current enrollment at a per student cost about 21 percent higher than the joint program. Individual sections of the report describe: (1) the background and context of the joint program, including course sharing, technology, and program management; (2) benefits of the MSW program in terms of learning outcomes, student access, institutional renewal and growth; and (3) program costs. Five tables detail the study's findings. (DB)

ED 422 789 HE 031 518

Demonstrating Results: An Introduction to the Government Performance and Results Act.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; Compliance (Legal); Federal Legislation; *Government School Relationship; Higher Education; Program Evaluation; Public Agencies; Strategic Planning
IDENTIFIERS- *Government Performance and Results Act 1993; *Office of Higher Education Programs

This guide explains the Government Performance and Results Act (GPRA) as it is being implemented by the Department of Education's Office of Higher Education Programs (HEP). It is intended to assist HEP grantees understand the requirements and implications of GPRA, advise them of the benefits resulting from effective planning and performance measurement, and provide a basis for improved collaboration between grantees and the HEP staff. The GPRA requires each agency to provide Congress with the public sector equivalent of a business plan, specifically a strategic plan covering five years, an annual performance plan, and an annual report on program performance. The GPRA differs from previous management reform initiatives in that it uses the federal budget as the vehicle for accountability and it is established by law. Following an introduction, the first section explains the law's background and requirements. The second section covers performance measures, how HEP is organized, and how performance is assessed, including project monitoring, program assessments, and program evaluations. The third section addresses the role of the grantee and includes a glossary and a list of area representatives. (DB)

ED 422 790 HE 031 519

Dice, Marvin L.; Diederich, Ronald; Gammon, Nancy W.; Schultze, Betty; Starr, Robert
Including General and Special Education: Initiatives of One Small Historically Black College.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Colleges; Curriculum Development; Disabilities; Elementary Secondary Education; Higher Education;

(3) a belief exists that race-blind admissions policies which include adjustments that offset students' social and economic circumstances can yield a more racially diverse student body than those mandated by legislation or judicial action. The first section of the paper examines key judicial and legislative actions to illustrate the evolution of racial preferences in the admissions process. In the next section, the paper reviews the results of research using criterion-related or predictive measures of validity and also looks at selection-bias research. In the next section, characteristics of students in public higher education in Missouri are examined for evidence of economic barriers to access. Finally, a series of race-blind admissions models designed to offset social and economic barriers were applied to Missouri's student population in an attempt to produce a diverse student body at colleges within the state. Sixteen data tables and three figures are appended. (Contains 24 references.) (CH)

ED 422 808 HE 031 566

Putten, Jim Vander; Coppola, Brian
Commercial Note-Taking Services: Effects on Attendance and Performance. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Instruction; College Students; *Educational Environment; Higher Education; Learning Activities; Learning Motivation; Learning Strategies; *Notetaking; Science Education; Student Behavior; *Student Characteristics; Student Surveys; Study Skills; Tables (Data)
IDENTIFIERS- *AIR Forum

This study investigated student use of commercial note-taking services as a predictor of class attendance and examined the effects of their use on academic performance in science courses. The study draws upon results of a survey distributed to 1,874 undergraduate students (response rate 58.2 percent) enrolled in two large-lecture chemistry courses during the fall 1995 term at a large midwestern research university, and examines the relative influence of two independent variables (student personal characteristics and student academic background) vis-a-vis commercial course note use on student academic performance. The initial section of the paper presents an extensive literature review of the social environments of learning, student academic behaviors, and commercial note-taking services. This is followed by sections discussing the conceptual framework of the study, the research questions to be answered, the methodology used, and study limitations and results. The study found little correlation between students' academic backgrounds and the likelihood of using commercial note-taking services; it also found no correlation between the use of note-taking services and poor class attendance; however, the study did show a negative effect of the use of commercial note-taking services on student academic performance. Data tables are appended. (Contains 23 references.) (CH)

ED 422 809 HE 031 567

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bachelors Degrees; College Credits; College Students; Correlation; Degree Requirements; *Degrees (Academic); Higher Education; Models; Persistence; Predictor Variables; Statistical Analysis; Student Characteristics; Time on Task; *Time to Degree; Undergraduate Study
IDENTIFIERS- *AIR Forum; Cooperative Institutional Research Program; *Ohio State University

This paper analyzed time to degree and enrollment intensity (number of hours earned each quarter) for Ohio State University baccalaureate recipients. Using an investment theory framework based on an organizational behavior model, the study sought to determine whether commitment propensity variables were important in explaining degree commitment, whether investment variables were important, and whether degree progress could be predicted. In this academic model, degree commitment was substituted for the job commitment variable in the original model. Commitment propensity was determined using student characteristics, degree expectations, and student ranking. The investment variables included rewards (defined for this study as grade point average); costs (defined as dropped and failed courses); and investments (defined as numbers of quarters at college and total credit hours earned). The study population consisted of 3,774 baccalaureate recipients between June 1994 and June 1997 who started at Ohio State in a fall quarter as new freshmen and were enrolled in a program that required 196 hours. The data analyzed in this longitudinal study were from the Cooperative Institutional Research Program combined with university enrollment and graduation data. Analysis revealed that the variables of investment, rewards, costs, and commitment propensity were found to be statistically significant in predicting time to degree. (Contains 13 references.) (CH)

ED 422 826 HE 031 584

Fenty, Joseph M.; Peterson, Marvin
Understanding Faculty Executive Committees at the University of Michigan. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Administrator Relationship; Case Studies; College Faculty; *College Governing Councils; *Faculty College Relationship; *Governance; Higher Education; Institutional Administration; Participative Decision Making; Policy Formation; Role Perception
IDENTIFIERS- *AIR Forum; *University of Michigan

This study sought to understand how executive committee members and deans experience and perceive the process of governance within their institutions. Following a brief review of the literature, the paper reviews three models of academic governance: the academic bureaucracy, the political institution, and the collegium and discusses previous governance studies at the University of Michigan. Following, this study explores the range of governance structures and processes employed at the University of Michigan. Within-case and cross-case analyses of interviews conducted with faculty executive committee members (two at each school or college)

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Networks; Computer Uses in Education; Continuing Education; Curriculum Development; Delivery Systems; Distance Education; *Faculty Development; Higher Education; *Instructional Design; *Internet; *Mathematics Instruction; Online Systems; *Science Instruction; Technological Advancement; *Workshops
IDENTIFIERS- Mercy College NY; Virtual Classrooms

This paper describes plans for a four-day workshop for college and university faculty to provide instructors exposure to the workings of a successful online educational system and to open up for discussion such issues as what type of technological enhancements would facilitate the online teaching of mathematics and science courses, which have proven to exhibit unique characteristics that need not be addressed in a social science or humanities course. The Teaching and Learning of Mathematics and Science on the Internet Workshop will also address how one must compensate for the lack of social interaction that is often a motivating factor in the traditional classroom; the level of integrity with regard to a student's work in an online course; the appropriate amount of rigor for an online course versus that of the traditional undergraduate/graduate course; and the further exploration of the issues of evaluation and assessment. The workshop will focus on the use of the Mercy College (New York) Long-distance Instructional Network (MerLIN). This paper describes: (1) workshop content; (2) content of a session on a MerLIN course; (3) laboratory sessions; (4) curriculum projects; (5) group discussions; (6) follow-through activities; and (7) evaluation and dissemination. (Contains 10 references.) (DLS)

ED 422 843 IR 018 984

Levin, David S.; Ben-Jacob, Marion G.
Collaborative Learning: A Critical Success Factor in Distance Education.
PUB DATE- 98
NOTE- 5p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Computer Uses in Education; *Cooperative Learning; Curriculum Development; Delivery Systems; *Distance Education; Educational Trends; Group Discussion; Higher Education; *Instructional Design; Interactive Video; Student Participation; Teacher Role
IDENTIFIERS- *Collaborative Learning; De Paul University IL; *Learning Environments; Mercy College NY; Virtual Classrooms

This paper discusses the use of new technologies for distance learning-- including interactive video, computers, and the Internet-- at Mercy College (New York) and DePaul University (Illinois). The description of a course on discrete mathematics that is taught using the Mercy College Long-distance Instructional Network (MerLIN) focuses on the use of e-mail and student participation in online discussions. A course on ethical and social issues in computing that is offered at DePaul University using interactive video and the Internet is then described; highlights include student-delivered programs, the course World Wide Web site, and use of the HyperNews of several educational theories in the formalization of distributed learning; the importance of effective communication in delivery of distance education; redesign of courses and teaching models; the role of the instructor as content expert; and the use of collaborative working environments. A table outlines characteristics of the following necessary components for effective distance education: good communication; technologically astute instructors; effective facilitator or team leader; comfort in use of planning and organizing skills; efficient use of preparation plans and training; flexibility; and experience. (Contains 17 references.) (AEF)

ED 422 863 IR 019 004

Lehman, Rosemary; Dewey, Bruce
Videoconferencing Training beyond the Keypad: Using the Interactive Potential.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Planning; Faculty Development; Higher Education; Information Systems; *Instructional Development; *Interaction; Program Development; *Teleconferencing; *Training; Workshops
IDENTIFIERS- University of Wisconsin; *Video Teleconferencing

Instructional Communications Systems (ICS), an academic support unit for the University of Wisconsin System, has been a leader in teleconferencing for more than 30 years. ICS personnel have been heavily involved with videoconferencing during the past 2-1/2 years, working with clientele at all of the various training levels--orientation, planning and preparation for single meetings and briefings, and multi-session program development and design. The training team developed a framework for working with clientele and for planning training sessions. The framework outlines seven critical areas that are essential to consider when planning to use videoconferencing. The "7 Keys to Success" include: (1) understanding the participants; (2) knowing the environment; (3) working as a team player; (4) developing formats and strategies; (5) creating interaction activities; (6) integrating support; and (7) monitoring for quality. These keys include all of the areas necessary to consider in videoconferencing: preplanning, development, design, management, assessment, and follow-up. The significance of interaction in videoconferencing has been validated by the University of Wisconsin faculty in training workshops. This paper includes a table presenting the Interactivity Spectrum and a diagram of the Interactivity Guide Pyramid. (AEF)

ED 422 864 IR 019 005

McDonald, Jeannette
Interpersonal Group Dynamics and Development in Computer Conferencing: The Rest of the Story.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English

Wagner, Ellen D.
Interaction Strategies for Online Training Designs.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Communications; *Communication (Thought Transfer); Cooperative Learning; *Distance Education; Educational Objectives; Educational Strategies; *Instructional Design; *Interaction; Interpersonal Relationship; Outcomes of Education; Training
IDENTIFIERS- Collaborative Learning; *Interactive Communication; Strategy Choice; Two Way Communication

This paper discusses interactivity enabled by two-way technologies providing real-time exchanges of audio, video, text, and graphical information among distributed participants, as one of distance learning's primary identifying characteristics. Background is provided on interaction agents, including three types of instructional interactions--interactions between the learner and the instructor, interactions among learners, and interactions between learners and content. Interaction outcomes are summarized; the two purposes of interactions in this context are to change learners and to move learners toward an action state of goal attainment. The following types of categories that focus on what learners are to achieve as a result of an interaction are then described: participation; communication; feedback; elaboration; learner control/self-regulation; motivation; negotiation; team-building; discovery; exploration; clarification; and closure. The paper concludes with a discussion of applying interaction in practice. (DLS)

ED 422 882 IR 019 023

Wang, Deming D.; Lee, Richard C.; Chen, Chunju
The Role of Distance Education and Major Factors That Influence Minority Adults' Participation in Educational Programs.
SPONS. AGENCY- Wisconsin Univ. System, Milwaukee. Inst. on Race and Ethnicity.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Adult Education; Continuing Education; *Distance Education; Educational Needs; Educational Technology; *Equal Education; *Ethnic Groups; Higher Education; Literature Reviews; *Minority Groups; National Surveys; Policy Formation; Statistical Analysis; Student Educational Objectives
IDENTIFIERS- National Center for Education Statistics

This paper describes a study partially supported by a grant from the Institute on Race and Ethnicity of the University of Wisconsin (UW) System. The study was designed to examine the major factors, including distance teaching and learning and relevant technological innovations, that affect adult education

The benefits of Internet activities for teaching of foreign languages, for example the use of e-mail as a non-threatening environment for language output, and using the Web to integrate language and culture, have become apparent in the last few years. This paper describes WebCT as a user-friendly integrated Internet environment for the teaching of foreign languages. WebCT (Web Course Tools), created at the University of British Columbia is a multi-faceted program that allows educators to customize an existing suite of tools to their individual needs and content. The different tools WebCT has to offer are assembled in a single password protected area; they include, but are not limited to: e-mail, bulletin board, chat rooms, and quizzes. These tools can be categorized in four areas: Content (paths, links), Communication (bulletin board, e-mail, chat rooms), Testing/Assessment (quizzes, self-test) and Course Management (calendar, student management, My Record). This paper briefly introduces the main tools, describes possible applications in computer-assisted language learning (CALL), and discusses their potential and limitations. The role of the teacher in WebCT is examined in terms of course development as well as in terms of different teaching modes (supplemental or self-contained). WebCT does not require instructors to become programmers, but enables them to create course materials and design their course on their own. WebCT is generally user-friendly for teachers and students, and especially easily understood from the student's perspective. The role of the student also depends upon the different teaching modes as well as whether the computer is used as a tutor or tool. Integrating the Internet into the foreign language classroom encourages students who are less likely to participate in class. It can also create possibilities for learners who would otherwise be excluded from foreign language learning. WebCT brings second language learning home to students. (Author)

ED 422 900 IR 019 098

Grimm, Andrea Suzanne
Parental Expectations and Concerns for the Use of the Internet in Education.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Computer Attitudes; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Internet; Interviews; *Parent Attitudes; Questionnaires; *Use Studies

Parental attitudes and expectations about the use of the Internet in education are important for local school administrators and teachers to consider when the Internet reaches their classrooms because parental involvement has been shown to have a positive influence on students' academic achievement. The purpose of this study was to gather data on parents' perspectives of the use of the Internet in their children's education. Five parents involved in the Home and School Association at a Philadelphia high school were interviewed; interviews focused specifically on parental attitudes and expectations toward the use of the Internet in education. In addition, a web site questionnaire was designed to elicit data from parents worldwide. Results from both surveys revealed that many of the parents' views fall within the classification of technorealism. Parents were most

Opportunities and Basic Skills Program; Texas

Students in the Culebra Road GED/JOBS (General Educational Development/Job Opportunities and Basic Skills) class, an adult education class for Temporary Assistance for Needy Families (TANF) students, created their own website. First, students completed a computer literacy survey to gauge their computer skills. Next, students were encouraged to jump right in to the process of exploring the Internet. Computer novices were paired with more experienced students, who served as mentors. After the students had become comfortable exploring websites of interest to them, they were encouraged to write about moments in their past and package their stories into a uniform class web page. To date, the web page contains the following: Student Stories from the Spring of '98; Poetry from the Heart, What Welfare Reform Means to Me; Want Ads for Moms like Us; Our ABC's of Success, Our Children; What Education Means to Us, Great Recipes from Our Class; a Typical Day for a Culebra Mom, Our Class Project "Something to Think About"; and Our Stories from the Project. The project helped motivate students to develop important academic and workplace competencies and increased their sense of empowerment. (The student questionnaire is appended.) (MN)

ED 422 466 CE 076 930

Green, Anson M.
Project-based Learning: Moving Students through the GED with Meaningful Learning.
PUB DATE- 98
NOTE- 16p.; For related documents, see CE 076 929-931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Programs; Adult Students; *Classroom Techniques; Essays; *High School Equivalency Programs; *Instructional Effectiveness; Position Papers; *Student Motivation; *Student Projects; Teacher Role; *Teaching Methods
IDENTIFIERS- *General Educational Development Tests; Texas

Participatory classroom instruction, including project-based learning, is a teaching approach that can motivate students to learn, build the academic competencies needed to pass the General Educational Development (GED) Test, and instill the strong self-concept and interpersonal skills needed to succeed. Project-based learning actively engages students in their learning experience. Instead of creating and directing exercises for passive students, instructors become coaches, facilitators, and sounding boards for student ideas. By working together to develop, critique, implement, and assess projects having relevance to their lives, students become problem solvers and develop the thought processes needed to assess and evaluate information on the GED test. One instructor of an open-entry GED class for welfare recipients managed to motivate her students to master the skills required to pass the GED through two learning projects: (1) students produced a handbook to help returning students on public assistance feel more comfortable returning to school; and (2) adult students spoke to middle school students about how dropping out of schools had affected their lives. Both projects illustrated how project-based learning provides students with durable learning skills and a broader understanding of their place in the world. (MN)

ED 422 467 CE 076 931

I and II, basic mathematics, and beginning algebra I and II. Descriptions are provided for the following 11 general education courses and technical mathematics courses: oral and written communications, introduction to technical communications, interpersonal communications, composition I, college algebra, plane trigonometry, occupational mathematics, fundamentals of physics, human relations, college success skills, and general psychology. Each course description includes a short overview, prerequisites, course objectives, required course materials, course outline, and Secretary's Commission on Achieving Necessary Skills (SCANS) activities.

ED 422 484 CE 077 007

Automated Equipment Repair Series. Educational Resources for the Machine Tool Industry. Course Syllabi, Instructor's Handbook, and Student Laboratory Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 1281p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.
LANGUAGE- English
EDRS Price- MF10/PC52 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; *Computer Assisted Manufacturing; Computer Science; Consortia; Curriculum Design; Curriculum Guides; Employment Qualifications; Engineering Drawing; Entry Workers; Equipment Maintenance; Equipment Utilization; Job Skills; Learning Activities; Learning Modules; *Machine Repairers; Machine Tool Operators; *Machine Tools; Manufacturing Industry; Numerical Control; Postsecondary Education; Problem Solving; *Production Technicians; Robotics; *Technical Education; Troubleshooting; Vocational Education
IDENTIFIERS- DACUM Process

This package consists of course syllabi, an instructor's handbook, and a student laboratory manual for a 1-year vocational training program to prepare students for entry-level employment as automated equipment repair technicians. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with 10 duties (and supporting technical workplace competencies): apply science to solve industrial problems; use drawings to analyze and repair systems; use calibrated measuring instruments to test/calibrate components; resolve system failures with critical thinking, troubleshooting theory, and metrology; use techniques to isolate malfunctions of electrical/electronic systems; measure/isolate malfunctions of mechanical/fluid power systems; apply computer science to computer controlled industrial equipment; correct malfunctions in PLC programmable logic controllers controlled industrial equipment; resolve malfunctions in computer systems controlling manufacturing processes; and assemble/disassemble mechanical, electrical, electronic, and computer systems. The first volume contains the justification, documentation, and syllabi for the courses. Each syllabus contains the following: course in the state. Part 1 explains that MOCPs are student performance standards adapted for use with vocational students with disabilities. Part 2 presents information on developing and implementing modified occupational completion points. Part 3 includes documentation of the implementation of MOCPs in the Districts of Miami-Dade; St. Lucie, Martin, and Indian River Tri-County Consortium; and Broward County. Information includes an overview of the process in each district and MOCPs for the following areas of study: commercial foods and culinary arts, carpentry, automotive technology, retail and marketing, early childhood education, and graphic arts. MOCPs include student performance standards and substandards (competencies), job tasks, allowable modifications, and samples of matrices and certificates. Six appendixes contain the following: workshop presenters, participants in the October and November meetings, Course Modifications Rule, overview of MOCPs, and meeting information. (KC)

ED 422 497 CE 077 023

Summary of the Status of Entrepreneurship Education.
PUB DATE- 95
NOTE- 14p.; Prepared by the International Consortium for Entrepreneurship Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *Education Work Relationship; Educational Research; *Entrepreneurship; *Marketing; Partnerships in Education; Postsecondary Education; Secondary Education; Staff Development; State Surveys; *Statewide Planning; Tech Prep; *Vocational Education

A survey of the state directors of vocational education was conducted to determine the current state of entrepreneurship education through vocational education in the United States. A total of 39 states and territories responded to the questionnaire about their involvement in entrepreneurship. Findings were as follows: entrepreneurship was part of the state plan for vocational education in 19 states; 22 states included entrepreneurship in their tech prep programs that provided for articulation between secondary and postsecondary programs; 28 states said entrepreneurship was going to be even more important as part of the school-to-work program in their state; 9 states indicated entrepreneurship was not part of the thinking of the state education department at the time; items needed by the states were information, curriculum, and teacher training; and marketing and business education were most frequently mentioned as the programs that infused entrepreneurship. Those states that saw entrepreneurship as an important part of their school-to-work program most often mentioned school-based enterprises as their major concept. States mentioned these recent entrepreneurship activities: development of standards for entrepreneurship; a state conference; curriculum design, development, or revision; partnerships with businesses; workshops; and teacher training. (A table summarizes state involvement in entrepreneurship.) (YLB)

ED 422 498 CE 077 024

London, Manuel
Career Barriers: How People Experience, Overcome, and Avoid Failure.

participants who complete their vocational training and obtain training-related jobs is misleading and overstates program results. Although Job Corps reported that, in program year 1996, 48% of program participants nationwide completed training, the GAO found that only 14% of program participants had actually completed all requirements of their vocational training curricula. The remaining participants counted by Job Corps as completing training had completed only some of the duties and tasks of a specific volunteer training program. According to DOL, 62% of Job Corps participants nationwide found jobs matching their training. At the five Job Corps centers visited by the GAO, however, the validity of 41% of the job placements reported by DOL to be training related was questionable. The GAO also questioned DOL's practice of awarding sole-source contracts to national labor and business organizations for vocational training. (MN)

ED 422 515 CE 077 058

Collins, Michael
Critical Crosscurrents in Education.
PUB DATE- 98
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Correctional Institutions; *Critical Theory; Educational Change; *Educational Sociology; *Lifelong Learning; Participatory Research; *Role of Education; School Community Relationship; *Social Change; Social Theories; *Teacher Role
IDENTIFIERS- *Critical Pedagogy

This book describes the important theoretical ideas of critical pedagogy and explains how to put strategies consistent with them into practice. Chapter 1 explores Ivan Illich's Deschooling Society (1970) and his work highlighting ways in which institutions and conventional approaches to education are failing ordinary men and women. In contrast, chapter 2 proposes that educators have too little authority rather than too much and their influence is being eroded by a process that deskills their work. Chapter 3 examines the prison experience to learn what it can tell about schooling, learning processes, and mechanisms of social control "on the outside." Chapter 4 considers how those committed to a critical pedagogy can be realistically involved in enlarging the sites with n institutions where genuine, noncoercive dialogue and reasonable opposition to oppressive bureaucratic controls can emerge. Chapter 5 addresses work in a generic sense and in its particular forms in modern society. Chapter 6 reflects on lifelong learning and education. Chapter 7 is about education for participatory democracy, as exemplified in popular education, Freire's pedagogy, and participatory research; it explains how to make these approaches more relevant in contemporary institutional settings. Chapter 8 attempts to put the critical discourse of chapter 7 within an international context. (Contains 131 references and an index.) (YLB)

ED 422 516 CE 077 063

Ommerborn, Rainer
Distance Study for the Disabled. National and International Experience and Perspectives.
PUB DATE- 98
NOTE- 122p.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (To Environment); *Helping Relationship; *Personality Problems; *Psychotherapy; *Therapists; *Well Being
IDENTIFIERS- *Countertransference

The purpose of this paper is to review and critique the literature on the effects of countertransference on the life of the therapist treating patients with borderline personality disorder. Countertransference has long been recognized as an integral component of the therapeutic relationship and may have far reaching effects on both the professional and private life of the therapist. Several factors indicated by the research to be essential in understanding countertransference and its importance in treatment of borderline patients are reviewed. Current views on the psychosocial and neurological etiology of borderline personality disorder are included. Under "Countertransference Issues" the definition of countertransference is explored as it relates to patients with borderline personality disorders, and the broadening of the definition to include countertransference as an intrarelational phenomenon. "Treatment Issues" includes "Psychodynamic Treatment," "Alternative Forms of Treatment," "Dialectical Behavior Therapy," and a discussion of the treatment contract. "The Effects of Countertransference on the Therapist" discusses "Education and Training," "Boundary Violations," "Termination Issues," "Violence Against Therapists," and "Therapist Well-Functioning and Self-Care." The paper concludes with a summary of the findings. (Contains 110 references and 1 figure.) (EMK)

ED 422 534 CG 028 597

Edwards, Lesley
Introduction to Psychology.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 98
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Foreign Countries; *Introductory Courses; Learning Modules; *Psychology; Two Year Colleges
IDENTIFIERS- *Australia

Designed for community students interested in learning about psychology as a field of study, this module offers group and individual activities to involve the beginning student in research, experimentation and discussion. Unit 1, "What Is Psychology?," includes the use of animals in psychology, ethics, the history of psychology, an overview of five major approaches today, and material specific to studying psychology in Australia. Unit 2, "Research Methods," gives the student an introduction to the scientific method and other research methods. Unit 3, "States of Consciousness," covers sleep, hypnosis, and drugs. Unit 4, "Memory," deals with stages of memory, remembering, forgetting, and improving memory. Unit 5, "Learning," covers classical conditioning, phobias, operant conditioning, punishment, and cognitive learning. Unit 6, "Personality," introduces major personality theories and personality testing. Unit 7, "Intelligence," covers issues related to intelligence, including mental retardation, insanity, genius, and IQ. Unit 8, "Developmental Psychology," introduces concepts of age-related behavior, attachment theory,

ED 422 553 CG 028 660

Perez, Gabriela L.; Russell, Todd T.
Self-Esteem and Self-in-Relation Identity among Mexican American Adolescents.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; *Adolescents; Counseling; Cultural Context; Females; Hispanic American Culture; *Identification (Psychology); *Individual Development; *Males; Mexican American Education; *Mexican Americans; School Counseling; Secondary Education; *Self Concept; Self Esteem; Sex Differences; Sexual Identity
IDENTIFIERS- *Hispanic American Students

Traditional theories of development view separation and individuation as primary tasks of adolescents; the self-in-relation framework, however, argues that the autonomous and separate self-paradigm does not describe female development. Current research suggests that self-esteem arises from subscribing to separate self-definitions for males and connected self-definitions for females. However, these gender differences in self-development have been primarily obtained through studies with Anglo American subjects. This study examines whether gender differences in self-esteem and self-orientation (e.g., separate self and connected self) exist among Mexican American adolescents in the South Texas border region. Participants (N=206) completed a general background questionnaire, the Rosenberg Self-Esteem Scale, and the Relationship Self Inventory. ANOVA results indicated no significant gender differences on any of the dependent measures; at the same time, significant correlations exist between self-orientations and self-esteem. Both males and females subscribed to connected self and self and other care definitions more than separate self definitions. Results are discussed in terms of the different social contexts and cultural value systems that play important roles in the self-development of adolescents of Mexican descent. Implications for counseling and future research are discussed. (Contains 43 references.) (EMK)

ED 422 554 CG 028 661

Soley, Georgia; Marshall, Renee; Chambliss, Catherine
Training Therapists about Client Expectations of Psychotherapy.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Client Relationship; Counselor Training; *Expectation; Outcomes of Treatment; *Parent Attitudes; *Psychotherapy; Termination of Treatment; *Therapists

Research has indicated that premature termination of therapy is sometimes due to a conflict in goal and outcome expectations between therapists and family members of clients. The present study requested both therapists and parents of child clients to complete questionnaires to determine if there is congruence between therapist and parental expectations. The questionnaire was designed to measure the similarity in expectations for both detailed discussion of the necessary prerequisite skills, the concepts to be mastered, the materials needed, and step-by-step instructional procedures. The book gives suggested "extensions" which offer ways to expand the activities to develop additional skills. It states that while engaging in interactive play with a literate adult, children will learn such skills as (1) sound recognition; (2) determining top to bottom, left to right, and east to west; (3) letter/sound connections; (4) using picture and context clues; (5) sequencing; (6) measurement; (7) telling time; (8) street addresses; (9) coordinates; (10) body language; (11) money; and (12) mouse/keyboarding skills. Complete with a bibliography and thorough index, this practical guidebook is a helpful tool for school or public librarians, daycare providers, head start teachers, classroom teachers, and parents. (CR)

ED 422 573 CS 216 452

Fowler, Shelli B.
"Mass Dialogue" Turned Mass Requiem: A "Democratic" Discourse Reconsidered.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (49th, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Activism; Audience Response; *Communication Problems; Conferences; Higher Education; *Language Role; *Teacher Role
IDENTIFIERS- Critical Pedagogy; Democratic Communication; *Dialogic Communication; Discourse Communities; Keynote Speakers; *Power

This paper tells the story of a pedagogy conference keynote event that is both specific and individual as well as emblematic of the difficulties that individuals face as academics and teachers. The paper explores the problematic relationship between power and responsibility, between privilege and accountability--issues that teachers are always wrestling with in their classrooms, in their scholarship, and in their daily lives. The paper's background is the 1997 "Pedagogy of the Oppressed" Conference in Omaha, Nebraska, which a large and diverse group of academics, community activists, graduate and undergraduate student activists, and theater activists from across the nation attended. According to the paper, at one of the mass dialogue events the keynote speaker "lectured" the attendees about the usefulness of dialogue and about how to do a mass dialogue, while referring to the "keynote lecture format" as an academic "press conference," thereby agitating much of the 400-member audience. Afterward, the paper states, the speaker called on some people for questions and comments and ignored others, thus directing and controlling the dialogue--what was supposed to be a mass dialogue, an interactive, dialogic, and democratic event, turned into an anti-democratic, authoritarian exercise in containing, and ultimately silencing the angry voices of the diverse (and mainly marginalized) audience members. The paper suggests that all who consider themselves progressive educators can learn from this story; academics should be self-reflexive to continually engage in the their partner's team or participate in several facets of forensics. One wife assists her husband as much as possible--she drives the vans, listens to practices, serves as a judge, and attends weekly team meetings. If a person is not interested in forensics but wants to avoid the widow syndrome as much as possible, there is a prescription: the couple can decide upon an afternoon and evening that they can deem "non-forensic, non-career." (CR)

ED 422 591 CS 509 884

Gruba, Paul; Tapper, Joanna
Breaking with Precedent: Community-Based Development of a CAC Program.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Foreign Countries; Higher Education; *Interdisciplinary Approach; Program Descriptions; Program Development; Speech Communication; Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- *Communication Across the Curriculum; Grassroots Efforts; *University of Melbourne (Australia)

The Communication across the Curriculum (CAC) program at the University of Melbourne (Australia) was set up in a top-down manner, which was partly driven by outside pressures. Although informed by writing-across-the-curriculum theory and practice, the program reflects the university's original concern about the teaching of communication skills by addressing oral, written, visual, electronic, small group, interpersonal skills, for academic and professional purposes. The program includes direct teaching of students in guest lectures and workshops; consultations and special projects with individual staff members; tutor development; teaching short writing skills courses; and networking with the communication skills community nationally and internationally. In its second year, the project has learned something about staff concerns: their relative lack of concern about student writing; students' poor oral and interpersonal skills; and concerns about "the first year experience" and large classes. Given the teaching workload and lack of coordinated policies about teaching and learning, five challenges for the program are: (1) university policy concerning students; (2) curriculum review; (3) interest in online technology; (4) external forces; and (5) lack of CAC funding. The program has made some headway in establishing a CAC community at the grassroots level, but it still needs a steering committee to develop policy; and it still needs to develop more top-down interest and support. (Contains 8 references.) (RS)

ED 422 592 CS 509 886

Knafle, June D.; Wescott, Alice Legenza
Public, Private, and Home School Children's Views of Forgiveness and Retribution in "Cinderella."
PUB DATE- 98
NOTE- 31p.

Gender and Management Issues in Education. An International Perspective.
PUB DATE- 98
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Developing Nations; Elementary Secondary Education; Foreign Countries; *Global Approach; Higher Education; Personal Narratives; *Power Structure; *Sex Differences; *Sex Discrimination; *Success; *Women Administrators
IDENTIFIERS- *Indonesia; South Africa; West Indies

In this book, women in senior educational management positions discuss issues of internationality, management, gender, and education in various developing countries. Contributors examine power relations within organizations; choices men and women make that affect how they plan their lives, education, and careers; and characteristics of men and women aspiring to or assuming significant roles in education. The book is arranged in three sections, working from a broad political perspective toward more intimate personal accounts near the end of the book. Each section offers a chapter providing analytical overview, plus one or two case studies from different countries. The first section, "Equity and Democracy," treats concepts of management and leadership in a democratized world and debates the gendering of these concepts within political climates. The second section, "Schooling and Work," considers the interaction between gender in schools and in vocational settings, especially in the context of donor programs in developing countries. In the third section, "Women As Managers," female administrators' experiences in three different parts of the world (Indonesia, the West Indies, and South Africa) are recounted. Included are an index, chapter references, and a bibliography of 57 references. (MLH)

ED 422 612 EA 029 234

Lumsden, Linda
Motivating Today's Students: The Same Old Stuff Just Doesn't Work.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 9p.; Resource material for educators participating in the Dan O'Brien Education Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; Feedback; High Risk Students; Positive Reinforcement; *Principals; *Student Motivation; *Student Responsibility; *Teaching Methods
IDENTIFIERS- *Caring; Encouragement; Eugene Public Schools OR; Student Engagement; Texas (Abilene); Wichita Public Schools KS

In this issue, two teachers and a principal offer their perspective on classroom practices that can enhance students' learning experiences and keep them motivated and engaged. Ted Nussbaum, a primary teacher at a Eugene, Oregon, school serving primarily at-risk students, shows his enthusiasm and excitement at his students' learning progress, sets high learning goals, lets students exercise choice and responsibility, emphasizes the positive, uses cooperative learning, provides

M. Heffron reviews the historical antecedents of some current philosophical interpretations of values relating to education and development. In chapter 2 ("Are Asian Values Different?"), John D. Montgomery looks at whether these values differ as regards fundamental issues. In chapter 3 ("Diffusion of Values and the Pacific Rim"), Nathan Glazer presents comparative cultural and historical evidence identifying core values in the Pacific Rim. In chapter 4 ("Continuity and Change in Popular Values on the Pacific Rim"), Alex Inkeles offers empirical measures of values arising in the context of social changes that attend modernization. In chapter 5 ("Education as Communication"), Ruth Hayhoe documents some of the processes by which formal and nonformal education actually communicate values. In chapter 6 ("Measuring Impact of Social Value and Change"), Wing-On Lee addresses the difficult problem of identifying and measuring the impact of changing values on individuals and society. In chapter 7 ("Promoting Human Rights in East Asian Value: Basic Education's Role"), William L. Cummings shows how values have infused the Japanese educational system, and in chapter 8 ("Engineering Values: Education Policies and Values Transmission"), Kai-ming Cheng examines the extent to which values can be engineered. (RJM)

ED 422 632   EA 029 313

Comprehensive Models for School Improvement: Finding the Right Match and Making It Work.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; *Educational Change; Educational Improvement; Elementary Secondary Education; Models; Program Development; Program Implementation; School Restructuring
IDENTIFIERS- *Comprehensive School Improvement Program

Comprehensive school improvement is based on reorganizing and revitalizing the entire school rather than focusing on specific student populations or programs. An overview of 17 schoolwide reform programs is provided in this book. The purpose of the text is to give education leaders basic information about some of the best-known externally developed programs available. Each overview is based largely on promotional materials provided by the sponsoring organizations. The guide opens with a synopsis of the trend toward comprehensive school improvement--including notes on federal funding--and details how to choose the right comprehensive program for a school. The profiles of the 17 comprehensive school-improvement programs are offered next, with much of the information being provided in a question-and-answer format. Whether or not a school or district should design its own comprehensive school-improvement program is addressed and some essential elements of homegrown programs are discussed. The section includes information about the components researchers recommend, including those in any comprehensive model. The text concludes with strategies for successfully implementing comprehensive school-improvement programs. A list of additional resources to aid further research is given. (RJM)

ED 422 633   EA 029 314

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; *Educational Change; Educational Policy; Foreign Countries; Policy Analysis; *School Administration; School District Autonomy; *Secondary Education; Teaching Methods
IDENTIFIERS- *Belgium; Flemish

The late 1980s witnessed the deregulation and decentralization of education in Belgium. To examine some of the effects of this reform, four dimensions of general secondary education in the Flemish community following reforms are provided here. Each dimension is explored in a chapter. The first dimension, the structure of Flemish education, outlines secondary education organization, monitoring, teacher training, finance and budget, and multiculturalism. Dimension two, curriculum, is examined through a historical overview, through information on the current curriculum, and through the effects of the unification of Europe. A short chapter on dimension three, teaching strategies, discusses the types of instructional methodologies used in Flemish secondary schools. The last dimension, the integration of computer technology within the schools, concentrates on the history of computer technology in the schools and describes recent developments in technology integration. Results indicate that these reforms have had few, if any, adverse effects on the system; Flemish secondary school students still rank high on international standardized tests. The central authority has given the responsibility of education to the Flemish community and it is hoped that, as the local groups gain competence and experience in handling responsibilities, more decision-making opportunities will be bestowed on them. (RJM)

ED 422 653 EA 029 340

Slee, Roger
Student Action Research and School Discipline: Consulting the Experts in the Field.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Discipline; Discipline Policy; Educational Policy; *Expulsion; Foreign Countries; Program Evaluation; Secondary Education; Student Behavior; Student Problems; Suspension
IDENTIFIERS- *United Kingdom

Reports from the United Kingdom show increases in the rate of student suspensions and exclusions. An overview of how policy makers are addressing student problems is presented here. The report focuses on education policy makers' proclivity to address student disruption through exclusion from school. It is claimed that suspensions and other forms of exclusion are consistent with the Labor Government's "no-nonsense" approach to education, with much of the policy arising from a hearkening to earlier days of schooling. The report therefore examines previous approaches to discipline and argues that policy makers could benefit from a reconsideration of overlooked research and theorizing about discipline in schools. Research based on behaviorism is considered at length, and the paper outlines some principled objections to the use of behaviorism in

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deafness; *Delivery Systems; *Doctoral Programs; Federal Aid; Grants; *Interdisciplinary Approach; Leadership; *Learning Disabilities; Multiple Disabilities; Theory Practice Relationship
IDENTIFIERS- University of Kansas

This report describes activities and accomplishments of a four-year project to develop a doctoral program at the University of Kansas Medical Center to prepare teacher educators, researchers, supervisors/managers, and clinicians in programs in either deafness or learning disabilities and in a combined deafness and learning disabilities program. Innovative aspects of the program centered on the merging of philosophies and service delivery approaches across the fields of deafness and learning disabilities. Theory and practice were explored to identify common and unique contributions of the two fields and content and experiences applicable to both fields were incorporated into core course work and practica. Stipends or teaching assistantships were provided to approximately 40 students. The project also provided support for students to travel to conferences. The project's most significant accomplishments were the leadership program's national reputation and its cooperative relationship with other agencies. Individual sections of the report address the project's purpose, objectives, and accomplishments. Appendices include the program design, performance objectives, the management plan, the evaluation plan, and the following reprints: "Some Thoughts on Models of Inclusion"; "Creating the 'Write' Environment for Young Deaf Children"; "Social Interaction: Assessment and Intervention with Regard to Students Who Are Deaf"; "Communication Tips for General Educators Teaching Children Who Are Deaf or Hard of Hearing"; "Classrooms, Communication, and Social Competence"; "Basic Interpreting Strategies for Parents"; "Three PSE Studies: Implications for Educators"; "Parent Advocacy for the Nonexclusion of Students Who Are Deaf or Hard of Hearing"; "Deaf Culture for Hearing Families with Deaf or Hard of Hearing Children"; "Research-Based Language Intervention Strategies Adapted for Deaf and Hard of Hearing Children" "Deaf Education in Rural/Remote Areas: Using Compressed/Interactive Television"; "In-Service Trends: General Education Teachers Working with Educational Interpreters" and "Essential Practices as Adults Read To Meet the Needs of Deaf or Hard of Hearing Students". (DB)

ED 422 673   EC 306 595

Forman, Bruce D.; Silverman, Wade H.
Answers to the 50 Most Important Questions about Private Mental Health Practice.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Certification; Children; Counselors; Health Insurance; Malpractice; Marketing; *Mental Disorders; *Mental Health Clinics; *Mental Health Programs; Minimum Competencies; *Private Sector; Program Development; *Psychiatric Services; Psychiatrists; Psychologists; Social Workers; State Licensing

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Administrator Role; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; Interviews; Labor Turnover; *Principals; Professional Development; Regular and Special Education Relationship; School Districts; Special Education; *Special Education Teachers; Surveys; *Teacher Persistence; Teacher Shortage; *Teaching Conditions

This publication describes the high teacher attrition rate in special education and the importance of teacher retention, and provides teacher retention strategies and activities for educators and administrators. Information for the guide was obtained through discussion groups, interviews, and a written survey. Three sections identify strategies and corresponding activities for classroom-based personnel, school-based administrators, and for district personnel at a district-wide administrative level. Strategies include: (1) teachers should get involved in professional development opportunities offered by school administration; (2) teachers should facilitate student responsibility for accepting leadership from alternate staff so that they have opportunities to leave the classroom when necessary; (3) teachers shouldn't compromise the quality of their work by overextending themselves; (4) principals need to be supportive of teacher decisions; (5) principals should provide opportunities for special and general educators to collaborate through teams and cooperative teaching opportunities; (6) principals should reward teachers with appropriate mechanisms; (7) district-wide administrators should educate all principals, assistant principals, and center principals regarding roles and responsibilities of special education personnel; and district-wide administrators should provide professional development opportunities related to teaching educators advocacy skills and general management skills. (Contains 12 references.) (CR)

ED 422 692 EC 306 654

Risher, Peter; Amorosi, Stacey
The 1998 N.O.D./Harris Survey of Americans with Disabilities.
SPONS. AGENCY- National Organization on Disability, Washington, DC.
PUB DATE- 98
NOTE- 100p.; Study No. 828373.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adults; Assistive Devices (for Disabled); *Citizen Participation; Civil Rights Legislation; Cultural Influences; *Disabilities; *Equal Opportunities (Jobs); Federal Legislation; Health Services; Incidence; Income; Job Satisfaction; *Life Satisfaction; National Surveys; Participant Characteristics; Quality of Life; Quality of Working Life; Questionnaires; *Religion; Research Methodology;

Studies and Mental Retardation" by Steve Taylor; "Disability Studies: Introduction" (Lennard J. Davis and Simi Linton); "Disability Studies: Expanding the Parameters of Diversity" (Simi Linton and others); "(Dis)Abling Images" (Terry Collins and others); "Integrating Disability Studies into the Existing Curriculum: The Example of 'Women and Literature' at Howard University" (Rosemarie Garland Thomson); "Silence Is Not without Voice: Including Deaf Culture within Multicultural Curricula" (H. Dirksen, L. Bauman and Jennifer Drake); "A Review of Deaf Studies Curricula" (H. Dirksen and L. Bauman); and "A Review of Harlan Lane's The Mask of Benevolence': Disabling the Deaf Community" (Lennard J. Davis). (Contains approximately 350 references.) (DB)

ED 422 709 EC 306 689

Technical Assistance and Dissemination Conference (8th, Washington, D.C., March 2-4, 1998).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conferences; *Disabilities; Educational Policy; Elementary Secondary Education; *Federal Programs; Focus Groups; Government Role; *Information Dissemination; Policy Formation; *Special Education; *Technical Assistance
IDENTIFIERS- *Office of Special Education Programs

This document reports on a 1998 conference on technical assistance and dissemination attended by representatives from the Department of Education's Office of Special Education Programs (OSEP), Technical Assistance and Dissemination (TA&D) projects, and regional resource centers. The conference was intended to increase knowledge concerning TA&D, exchange information among TA&D colleagues, and contribute to the current administration's education initiative. The report has 3 parts. It begins with an overview of the results from the Interview Design Process Plenary Session, which aimed to foster awareness building and networking about the collective OSEP TA&D Network goal of improving results for children and youth with disabilities and their families. This part also includes summaries of the plenary sessions and brief reports of the concurrent sessions. The second part has summaries from the work group discussions on elements of the president's education initiatives and possible collaborative activities in support of these initiatives. The last part summarizes discussions in the focus group sessions. The report ends with the following appendices: a conference agenda; a participant list; the OSEP logic model; selected requirements of the Government Performance and Results Act; and the "Report from the Collaborative and Innovative Uses of Technologies Workgroup" (Patti Barkin and Joan Danaher). (DB)

ED 422 710 EC 306 691

Touch the Future: Light the Way. North Carolina Transition Manual.
PUB DATE- 98
NOTE- 438p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

defined more clearly. To define them, a theoretical framework is proposed based on two sets of variables. The first set integrates the anthropological model of human relations ("I, I and You, I and the Community") and the pedagogical model of educational goals (self-promotion, socialization, acculturation). The second set comes from a theory of language policy that distinguishes two types of multilingual societies, the "melting pot" and the "rice salad." Applying this framework to the four notions illustrates that they are different processes and should be differentiated in curriculum design, in the language used by schools and educational authorities, and in the literature. (Contains 19 references.) (MSE)

ED 422 729 FL 025 428

Akkari, Abdeljalil; Loomis, Colleen
Toward a New Understanding of Language Minority Students' Experiences with Bilingual Education in the United States.
PUB DATE- 98
NOTE- 31p.; In: Vous avez dit "immersion?" (You Said "Immersion?"); see FL 025 425.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Bilingual Education Programs; Cultural Context; Educational History; *Educational Philosophy; Educational Research; Elementary Secondary Education; Futures (of Society); Instructional Effectiveness; *Language Research; *Language Role; Program Design; Program Effectiveness; Second Language Programs
IDENTIFIERS- United States

This discussion of bilingual education in the United States begins with a review of the historical and political context in which it has evolved since the late 1800s. Policy issues and some research are examined here. It then outlines the theoretical and conceptual debate, focusing on four major theoretical frameworks used to justify bilingual education: those of linguistic interdependence; vernacular advantage; language transfer; and sociolinguistic/sociocultural theory. An overview of research concerning the effects and effectiveness of bilingual education is offered, distinguishing three periods in research focus. A number of program types or designs are identified, and the future of bilingual education is discussed briefly. (Contains 57 references.) (MSE)

ED 422 730 FL 025 429

Taylor, Shelley K.
Beyond "Belief": Variance in Models of Content-Based Instruction and School Success Among Minority Language Learners.
PUB DATE- 98
NOTE- 25p.; In: Vous avez dit "immersion?" (You Said "Immersion?"); see FL 025 425.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Case Studies; Chinese; Comparative Analysis; Foreign Countries; *French; *Immersion Programs; *Kindergarten; Kindergarten Children; *Language Minorities; Models; Primary Education; *Program Design; Program Effectiveness; Second Language Instruction; *Second Language Programs; Turkish

importance of reinforcement of language skills in families changing location; long trips overseas as a factor in bilingual development; and the role of minority language literacy training in the home. (Contains 3 references.) (MSE)

ED 422 751 HE 031 346

Study of the Supply of and Demand for Law School Graduates in Maryland.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Applicants; Credentials; *Educational Trends; *Employment Patterns; Enrollment Trends; Higher Education; Law Schools; Law Students; *Lawyers; Racial Differences; Sex Differences; Student Surveys; *Supply and Demand
IDENTIFIERS- Bar Examinations; *Maryland; University of Baltimore MD; University of Maryland

This report examined 10-year trends in applications to Maryland's two law schools (the University of Baltimore School of Law and the University of Maryland School of Law), enrollment, and the first-time passage rates of graduates on the Maryland Bar Examination. Breakdowns by gender and race are also provided. The study also explored the projected need for lawyers in the state through the year 2005 and reviewed the results of surveys of graduates from the two law schools regarding employment. It was found that applications to Maryland's two law schools declined by 42 percent between 1992 and 1997, although enrollments remained relatively constant during the period. For the past four years, a substantial majority of graduates who have taken the bar examination administered in July passed it on their first try. It was also found that although at least 80 percent of 1996 graduates reported that they had full-time jobs within six to nine months of graduation, less than two-thirds of these graduates were working in full-time legal positions. The report also found that employment for lawyers in Maryland is expected to grow 29 percent from 1992 to 2005. (MDM)

ED 422 752 HE 031 347

Changes in Affordability of a College Education for Dependent Students in Illinois.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Family Income; *Financial Needs; Higher Education; Low Income Groups; Need Analysis (Student Financial Aid); Parent Financial Contribution; *Paying for College; Private Colleges; Public Colleges; State Aid; *Student Financial Aid; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Affordability; *Illinois

This report examined changes in the affordability of a college education in Illinois, providing trend data on affordability from fiscal year (FY) 1982 through FY 1998. Affordability was examined for the average income of the three lowest income quintiles of Illinois families. Overall, the report found that public universities and private institutions were less affordable in FY 1998 than in FY 1992 for first, second, and third income quintile families, and that community colleges had remedial courses and remedial education faculty are discussed. (MAB)

ED 422 771 HE 031 500

Leslie, David W.
Part-Time, Adjunct, and Temporary Faculty: The New Majority? Report of the Sloan Conference on Part-Time and Adjunct Faculty (Arlington, VA, December 2-3, 1997).
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Adjunct Faculty; *College Faculty; Educational Quality; *Employment Practices; *Faculty College Relationship; Faculty Workload; Higher Education; *Nontenured Faculty; Occupational Mobility; *Part Time Faculty; Postsecondary Education; Teacher Characteristics
IDENTIFIERS- National Survey of Postsecondary Faculty

This report examines the changes, and the potential consequences of those changes, in the employment patterns of American academics, focusing specifically on the use of short-term and temporary instructors by postsecondary institutions. Following a brief introduction, the report describes shifts in hiring patterns of postsecondary institutions, noting that 41.6 percent of all faculty at such institutions are now part-time. The next section details the differences between part- and full-time faculty, using economic and demographic data from the 1993 National Study of Postsecondary Faculty. The causes of the dramatic increase in part-time faculty are examined, and it is suggested that the expansion of community college programs has been the main contributing factor--although no one single factor explains the shift. The effects that the increased reliance on part-time instruction have had on the quality of education is described in the subsequent section, followed by a discussion of the attitudes of part-time faculty toward their work. The final sections of the report examine how the shift to part-time instructors has created changes in the nature of the academic profession that may be impacting the integrity of academic institutions. A list of Sloan Conference participants is appended. (Contains 16 references.) (MAB)

ED 422 772 HE 031 501

Zemsky, Robert, Ed.
To Publish and Perish.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Budgets; *College Libraries; Computer Mediated Communication; Cost Effectiveness; *Costs; *Educational Economics; Faculty Promotion; *Faculty Publishing; Higher Education; Productivity; Publications; Publish or Perish Issue; *Resource Allocation; *Scholarly Journals; Scholarship

This essay describes the struggle to maintain access to significant research and scholarship at a time when both the volume and price of information have increased nearly three-

*Inclusive Schools; Knowledge Level; *Preservice Teacher Education; *Regular and Special Education Relationship; *Special Education; State Colleges; Teacher Collaboration; *Teacher Education Curriculum
IDENTIFIERS- *Harris Stowe State College MO

This paper describes initial activities to revise the existing preservice teacher education curriculum to accommodate inclusion of students with disabilities and to improve collaboration between regular and special educators at Harris Stowe State College (Missouri), an historically black college. The identification of institutional and attitudinal barriers led to an institute and retreat attended by 10 regular and special education faculty. Additionally, a module about inclusion was developed and presented to students (n=20) enrolled in one section of the Foundations of Education class. The module involved viewing two video tapes and an in-class workshop given by a local school district inclusion facilitator. The Inclusion Knowledge and Self-Report Inventory was administered to both faculty and students before and after these activities were conducted. Findings indicated that even prior to the activities both students and faculty possessed a high degree of knowledge about inclusion, as well as having favorable attitudes toward inclusion. Additionally, feedback from both faculty and students identified specific aspects of inclusion in which they desired more training. (Contains 13 references.) (DB)

ED 422 791 HE 031 520

Marttunen, Miika; Laurinen, Leena
Learning of Argumentation in Face-to-Face and E-Mail Environments.
PUB DATE- 98
NOTE- 15p.; Paper presented at the International Conference on Argumentation (4th, Amsterdam, Netherlands, June 16-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Controversial Issues (Course Content); *Critical Thinking; Debate; *Electronic Mail; Foreign Countries; Higher Education; Interaction Process Analysis; Learning Activities; *Seminars; Student Participation; Teacher Education; Teaching Methods; Verbal Communication
IDENTIFIERS- *Finland

This article describes a teaching experiment in Finland to develop critical thinking and argumentation skills in a university course using both face-to-face and e-mail settings. Subjects (n=49) were advanced students of education and three faculty members. All students received two lectures on argumentation and packages of argumentative writings from periodicals, newspapers, and other sources on such controversial topics as sex roles and equality in education, discipline problems, the compulsory teaching of Swedish, and physical punishment in child rearing. All students were taught four different methods of argumentation free debate, problem-solving discussion, role play, and panel discussion. For 10 weeks half the students engaged in face-to-face seminar discussions; the remaining students participated by exchanging e-mail messages. E-mail students were required to write at least three messages a week that demonstrated their own well-grounded arguments and included critical comments of other students' positions. Preliminary results comparing the four different methods found that face-to-face discussions evoked

Volkwein, J. Fredericks; Cabrera, Alberto F.
Student Measures Associated with Favorable Classroom Experiences.
  AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Forum of the
  Association for Institutional Research (38th, Minneapolis, MN,
  May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classroom Environment;
  College Environment; Correlation; Educational Research; Factor
  Analysis; Higher Education; Multivariate Analysis; *Student
  Attitudes; Student Characteristics; Student College
  Relationship; Student Surveys; Teacher Student Relationship;
  *Undergraduate Students; Universities
IDENTIFIERS- *AIR Forum

This study examines the undergraduate characteristics and factors in the undergraduate experience that appear to correlate with beneficial classroom experiences. The study was conducted at a large research university with an undergraduate population of about 10,000 students. Data were derived from a survey instrument that is part of the university's on-going assessment program, with 150 items of information collected in four categories: (1) background information (age, class year, sex, ethnicity, employment, admissions status, academic major, financial aid, residence), Scholastic Assessment Test scores, and high school grade point averages; (2) student plans, goals, and reasons for attendance; (3) level of student satisfaction with a variety of campus services and facilities, as well as with the institution's academic, administrative, and social environments; and (4) cognitive and noncognitive experiences, such as classroom experiences, faculty contact, course-taking patterns, and self-reported growth. Multivariate data analysis examined surveys of 740 undergraduates who entered the university as freshmen. The study found that the most beneficial classroom experiences were reported by students who perceived high levels of faculty concern and interaction with students, who reported active engagement in the academic and social structure of the institution, and who observed a campus climate of racial harmony and political tolerance. (Contains 52 references.) (CH)

ED 422 810   HE 031 568

Delaney, Anne Marie
Parental Income and Students' College Choice Process: Research
  Findings To Guide Recruitment Strategies. AIR 1998 Annual Forum
  Paper.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Forum of the
  Association for Institutional Research (38th, Minneapolis, MN,
  May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; College Applicants; *College
  Choice; *College Environment; College Faculty; College
  Freshmen; *Enrollment Influences; Factor Analysis; Higher
  Education; Institutional Characteristics; *Parent Financial
  Contribution; *Paying for College; Reputation; Student Costs;
  Student Recruitment

developed 12 dimensions of governance, which were used to explore processes such as elections, agenda creation, planning, promotion and tenure decisions, and communication across various campus units. The study found that faculty authority among the campus units varies substantially; that governing faculty tend to receive only partial information about the election of executive committee representatives; that while many executive committee members are active in creating meeting agendas and in general planning, they have marginal roles in budget decisions, curricular planning, and merit pay decisions; and that executive committees tend to have considerable influence over tenure and promotion decisions and also exercise authority over other committees within their campus units. (Contains 26 references.) (CH)

ED 422 827 HE 031 585

Morris-Baldwin, Darline
A Student Environment Model: A Measure of Institutional Effectiveness. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; *College Students; Higher Education; Institutional Characteristics; Institutional Environment; Self Evaluation (Groups); Student Attitudes; Student College Relationship; Student Personnel Services; Student Surveys; Technical Institutes; Two Year Colleges
IDENTIFIERS- *AIR Forum; *Student Satisfaction; Texas State Technical College Waco

This study traces the development of a student environment model (SEM) at Texas State Technical College (Waco) that is used to assess students' perceptions of their college environment outside the formal classroom, provides baseline data for comparative analyses, establishes goals for student support services, measures program and process improvements, and provides decision-making information. The four-part instrument: (1) includes a student profile; (2) measures students' levels of satisfaction with seven campus environmental factors (college image, campus publications, rules and policies, registration, campus grounds, safety, noninstructional personnel); (3) addresses students' perceived level of satisfaction and frequency of use of student support services; and (4) asks students to express their level of interest in eight areas of education and personal interest (job opportunities, career knowledge, effective job-seeking skills, improving study habits, understanding computers, using library facilities, improved interpersonal skills, discrimination). The SEM provides an empirical mechanism for identifying the strengths and weaknesses of student support services and students' level of satisfaction with the daily college environment outside the formal classroom. Use of the SEM has allowed the college to focus on a campus-wide customer awareness program and has improved student support services. A table showing comparative levels of student satisfaction over time is appended. (Contains approximately 200 references.) (CH)

ED 422 828 HE 031 586

asynchronous computer conferencing system for required online discussions. General considerations for providing meaningful experiences in distance learning environments are addressed, including the instructor's role as model and facilitator, clarification of objectives and outcomes, and the importance of collaborative learning. The authors' current research on the effectiveness of student collaboration in online environments is summarized. (DLS)

ED 422 844   IR 018 985

Bergmann, Marilyn; Raleigh, Donna
Student Orientation in the Distance Education Classroom.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Computer Networks; Computer Uses in Education; Cooperative Learning; Delivery Systems; *Distance Education; *Educational Equipment; Educational Technology; Higher Education; Interaction; Interactive Video; *Orientation; Student Attitudes; Student Role; Teacher Role
IDENTIFIERS- *Learning Environments; University of Wisconsin Eau Claire; *Virtual Classrooms

Institutions offering distance education courses realize the value that well-trained and well-prepared faculty contribute to the success of their distance education programs. However, taking approximately a half-hour in the first session of any course to prepare the students for their distance education experience will add to the success of the course. Such student preparation establishes reasonable student expectations, the theme of a learning community, the parameters of learner responsibility, and the "rules" of the classroom. Having someone other that the designated class instructor deliver this orientation allows the instructor to develop rapport with students since all are hearing this orientation together. It also allows the instructor to reinforce what was covered in the orientation as students begin assuming their responsibilities. This paper discusses the student orientation presentation currently being used at the University of Wisconsin-Eau Claire that aims to increase students' comfort level with the equipment, raise students' awareness of their responsibilities as learners, and involve students actively as they test the equipment and begin to assume their responsibilities as learners. Comments from students and future issues for student orientation sessions are also discussed. (Author/DLS)

ED 422 845   IR 018 986

Bichelmeyer, B. A.; Kiggins, Elizabeth A.
Using Web-Based Conferencing in Post-Secondary Instruction.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Content Analysis; Cooperative Learning; Graduate Study; Group Discussion; *Group Dynamics; Higher Education; *Interpersonal Communication; Interpersonal Relationship; Online Systems; Student Participation; *Teleconferencing

This study examined group dynamics and development of a graduate-level, computer-mediated course taught at the University of Wisconsin-Madison using the FirstClass software; emphasis was on the interpersonal nature of interactions and what they tell of group development in a computer-conference course. After 2 weeks of getting acquainted with the system and each other online through discussion of course content, the class of 19 students was divided into three groups each with their own area for discussions. Each week students were to read and comment on a reading assignment and participate in the ensuing discussion. Transcripts were analyzed within and across groups over time using a coding scheme based on a typology of interpersonal needs and a content analysis model for dimensions of the learning process. Results are discussed for the following objectives: (1) to describe the level (quantity) of participation, intended audience (individual vs. group) and the relationship among and between messages; (2) to identify and describe the functions of the interactions (cognitive, metacognitive, social, organizational) and determine if the pattern of those functions changed; (3) to identify and describe the characteristics and patterns of interpersonal interactions in computer conferencing; and (4) to determine patterns of group development based on interpersonal needs. (Contains 10 references.) (AEF)

ED 422 865 IR 019 006

McKendree, Jean; Lee, John; Dineen, Finbar; Mayes, Terry
The Vicarious Learner: Helping Students "Listen In" To Learn.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; *Courseware; Dialogs (Language); *Discussion (Teaching Technique); *Educational Games; Educational Resources; Foreign Countries; *Group Discussion; Group Dynamics; Higher Education; Instructional Materials; *Material Development; Online Systems; Role; *Student Participation
IDENTIFIERS- Dialogue Analysis; Glasgow Caledonia University (Scotland); University of Edinburgh (Scotland)

This paper focuses on the Vicarious Learner project, at Glasgow Caledonian University and the University of Edinburgh (Scotland) that is looking at issues concerning the role of dialogue in learning. Efforts to understand how the value of dialogue in learning depends on the structure of the environment in which it takes place are discussed. The paper begins with a description of the concept of "tertiary courseware" or "vicarious resources," i.e., courseware that contains structures to support discussion among learners and tutors and to capture these dialogues in order to make them for ethnic minorities; for the purpose of this study, ethnic minorities include all African, Asian, Hispanic, and Native American adults. Data sets provided by the National Center for Education Statistics (NCES) were used to accomplish three objectives: (1) to investigate the extent and scope to which the minority groups are served by adult educational establishments, including the specific needs and existing barriers for minority adults to obtain distance education; (2) to examine the role and contributions of distance teaching and learning and relevant educational technologies in facilitating the access of adult education by ethnic minority groups; and (3) to stimulate further research interest and draw broader attention by sharing the initial results with scholars, policy-makers, and the general public, regarding issues about distance education, adult education, and minority education. Charts and graphics presenting research results are not included. (Author/DLS)

ED 422 883 IR 019 024

Wilford, Valerie J.; Logan, Lee; Bell, Lori; Cloyes, Kay
Making Choices, Taking Chances, Facing Challenges, Managing Change: The Implementation of a Voice/Video/Data Network at the Alliance Library System.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Computer Networks; Computer Software; Library Automation; Library Development; *Library Networks; *Library Planning; Policy Formation; Staff Development; *Teleconferencing; Training; Vendors
IDENTIFIERS- Illinois; Technology Integration; *Video Teleconferencing

The Alliance Library System (ALS) is one of 12 regional library systems in Illinois, providing a full spectrum of support services for 300 member libraries of all types (public, school, academic, and special) located in west central Illinois. This paper describes the process by which ALS implemented a voice/video/data network connecting their four service centers. The discussion is organized into the following sections: (1) "Making Choices," including background on ALS and problems that led to exploration of the options of an integrated network; (2) "Taking Chances," including planning and implementation of client/server and peer-to-peer networks, investigation of videoconferencing possibilities, and development of a network plan; (3) "Facing Challenges," including coordinating the implementation of the integrated WAN (wide-area network) and problems with videoconferencing implementation; and (4) "Managing Change," including staff training, development of a videoconferencing policy, and the debut of the videoconferencing system. (DLS)

ED 422 884 IR 019 025

Wilka, Kathy; Fitzner, Sue
Distance Education "Lifeguards": Saving Students from Traditional Waters.
PUB DATE- 98

impressed by the resources of information on the Internet; they also showed concern that the plethora of information would require children to be able to analyze and evaluate materials online. Parents doubted that computers in schools would lead to better academic achievement; however, they expected their children to learn technology skills that would be useful in future work places. Wasting time was another concern expressed by parents, as well as protecting children from inappropriate materials and from strangers. The interview questionnaire and Internet survey forms are appended. (AEF)

ED 422 901 IR 019 099

Information and Communication Technology, Kindergarten to Grade 12: An Interim Program of Studies.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Computer Literacy; Curriculum Development; Educational Objectives; Educational Principles; *Educational Technology; *Elementary Secondary Education; Foreign Countries; *Outcomes of Education; Skill Development; Student Attitudes
IDENTIFIERS- *Alberta

This interim program of studies highlights technology learning outcomes for Kindergarten to Grade 12 students in Alberta (Canada). It forms the basis for the provincial program of studies to be released in June 2000. It identifies not only the outcomes that are already included in current programs of study, but also anticipates the knowledge, skills and attitudes that students will need to develop as technology continues to change rapidly. First, five underlying principles are outlined, followed by a curriculum overview identifying outcomes, categories of outcomes, and timelines. The body of the document details the outcome organization for the three categories, foundational operations, knowledge and concepts; processes for productivity; and communicating, inquiring, decision making and problem solving, and then lists student achievements in four divisions. Contains a glossary of terms. (AEF)

ED 422 902 IR 019 100

Harris, David
Interactive Satellite Television Evaluation Project.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *Educational Television; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; Instructional Improvement; *Interactive Television; Pilot Projects; Program Evaluation; Programming (Broadcast); Teacher Role; Teaching Methods
IDENTIFIERS- *New Zealand

Live broadcast television lessons in the four subjects: Japanese, Maori, Spanish, and Technology, were broadcast from the New Zealand Correspondence School via Satellite and Sky television to selected schools around the country during 1996. The trial

Green, Anson M.
Something To Think about. A Student Generated Project That Reaches into the Community.
PUB DATE- 98
NOTE- 37p.; For related documents, see CE 076 929-930.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Programs; Class Activities; *Dropout Prevention; *High School Equivalency Programs; Hispanic Americans; *Intergenerational Programs; Junior High Schools; Middle Schools; One Parent Family; Program Development; Public Service; *School Community Relationship; *Student Projects; Unwed Mothers; *Welfare Recipients
IDENTIFIERS- General Educational Development Tests; *Job Opportunities and Basic Skills Program; Texas

The Culebra Road GED/JOBS (General Educational Development/Job Opportunities and Basic Skills) class provides recipients of Temporary Assistance for Needy Families (TANF) with remedial academic instruction, job preparedness training, and training in parenting skills. At the suggestion of one of its students, the class undertook a project that involved visiting middle schools and discussing the personal and economic consequences of dropping out of school. The class spent 2 months developing their presentation, which included a short question and answer session, a budget game designed to illustrate the difficulty of living on minimum wage and/or TANF benefits, and the GED/JOBS students' personal stories. The project experienced a temporary setback when the participants were informed that they could not use the word "pregnant" in their presentations. After a compromise allowing them to mention their own pregnancies in their personal stories, 9 of the 16 GED/JOBS students shared their stories with 70 middle school students. The project was considered valuable by the middle school students and their counselor as well as by the GED/JOB students and their instructor. (The following items are included: the middle school counselor's and GED/JOBS instructor's reflections on the project, student handouts, and the GED/JOBS students' stories.) (MN)

ED 422 468 CE 076 971

Greany, Toby, Ed.
Attitudes to Learning '98. MORI State of the Nation Survey: Summary Report.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; Comparative Analysis; *Education Work Relationship; *Educational Attitudes; *Educational Needs; *Educational Objectives; Foreign Countries; Learning Activities; Learning Processes; *Lifelong Learning; Motivation; National Surveys; Participation; *School Community Relationship; Secondary Education; Secondary School Students; Student Attitudes; Tables (Data); Trend Analysis; Work Environment
IDENTIFIERS- *United Kingdom

Attitudes toward learning in the United Kingdom were examined by studying 2 populations: a sample of 1,043 adults from 130 sampling points throughout England, Scotland, and Wales and a description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The instructor's handbook consists of technical training modules that include some or all of the following: time required; duty; task; objective(s); instructional materials list; references; student preparation; introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed for each task box on the competency profile. The student laboratory manual contains a DACUM chart and learning modules. Each module includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (MN)

ED 422 485 CE 077 008

Computer-Aided Drafting and Design Series. Educational Resources for the Machine Tool Industry, Course Syllabi, and Instructor's Handbook. Student Laboratory Manual.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Div. of Undergraduate Education.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 692p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; *Computer Assisted Design; Course Descriptions; Curriculum Design; Curriculum Guides; *Drafting; Engineering Drawing; Instructional Materials; *Job Skills; Job Training; Learning Activities; Learning Modules; *Machine Tool Operators; Manufacturing Industry; Postsecondary Education; Sheet Metal Work; Student Evaluation; Teaching Methods; *Technical Education; Tool and Die Makers; Vocational Education
IDENTIFIERS- DACUM Process

This package consists of course syllabi, an instructor's handbook, and a student laboratory manual for a 2-year vocational training program to prepare students for entry-level employment in computer-aided drafting and design in the machine tool industry. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with seven duties (and supporting technical workplace competencies): apply mathematical concepts; demonstrate fundamental drafting skills; plan and organize activities; prepare mechanical production drawings; assist engineering personnel; and use computer-aided drafting system. The first volume contains the justification, documentation, and course syllabi for the courses. Each syllabus contains the following: course description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The instructor's handbook consists of

PUB DATE- 98
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Career Change; *Career Development; Career Education; *Coping; Dislocated Workers; Employment Opportunities; Failure; Goal Orientation; Midlife Transitions; *Motivation; *Occupational Mobility; Postsecondary Education; Secondary Education; Skill Obsolescence; *Vocational Adjustment
IDENTIFIERS- *Career Barriers

This book defines career barriers, considers how people react to them, and offers ways to overcome and prevent them. It is geared towards people experiencing career barriers; for students at the start of their careers; for seasoned employees wanting to avoid or be prepared to deal with career barriers; and for managers, human resource professionals, and researchers who want to understand how people confront career barriers. Chapter 1 describes characteristics of career barriers and types of barriers. Chapter 2 focuses on emotions and thoughts, and their relationships as they affect how people respond to negative life events. Chapter 3 describes coping strategies. Chapter 4 explains three parts to career motivation: resilience, insight, and identity. Chapter 5 looks more closely at resilience and an associated concept, hardiness. Chapter 6 outlines situational conditions that support career resilience, insight, and identity; describes factors that constitute a continuous learning culture; and considers ways to support older workers facing career decline. Chapter 7 describes programmatic interventions for organizations to help employees cope with career barriers. Chapter 8 makes recommendations to help people prevent career barriers. Appendixes include the following: additional case examples; a catalog of cases; case description and rating forms; and relationships between appraisal, coping, and career motivation. (Contains 213 references and author and subject indexes). (YLB)

ED 422 499 CE 077 025

Patton, Wendy; McMahon, Mary
Career Development and Systems Theory: A New Relationship.
PUB DATE- 99
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Counseling; *Career Development; Career Education; Counselor Training; *Lifelong Learning; Models; *Systems Approach; *Theories; *Theory Practice Relationship

This book uses General Systems Theory to unify approaches to career development. Part 1 presents a review of existing theoretical literature. Chapter 1 discusses overall content and structure of the existing state of career theory. Chapters 2-4 introduce theories focusing on content; on the process of career development; and on content and process. Chapter 5 presents an overview of the main theories of career development. Chapter 6 focuses on theories of special groups. Part 2 explores the traditional philosophical underpinnings of career theory and practice and traces more recent philosophical

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Accessibility (for Disabled); Adult Education; Case Studies; Comparative Analysis; Computer Uses in Education; *Disabilities; *Distance Education; Educational Improvement; Educational Media; Educational Needs; *Educational Practices; *Educational Technology; *Educational Trends; Foreign Countries; Higher Education; Literature Reviews; Physical Disabilities; Severe Disabilities; *Special Needs Students; Student Characteristics; Student Needs; Teaching Methods; Trend Analysis
IDENTIFIERS- Canada; European Union; *Germany; United States

This report examines distance study for disabled individuals in Germany, the European Union, and elsewhere. The following topics are covered: current research on distance study; historical development of distance study and distance teaching universities; needs and experiences of physically, visually, and aurally disabled students at distance teaching universities; media available to help disabled students in their distance study; possible ways of structuring the personal elements in the distance study system; and practical proposals for developing the teaching-learning system so that it can enable disabled students to do independent academic work. The study concludes that, although distance education has the potential of becoming an expedient and successful means of giving individual disabled persons access to education, distance education institutions must acquire more extensive organizational and content-related competence for planning distance study for disabled students. Four levels of adapting distance study programs to the study- and learning-related needs of disabled students are identified: adapt to the individual case without systematically addressing the needs of the disabled; adapt to the individual case with systematically addressing the needs of the disabled; target group-specific, systematic development and implementation of organizational measures and aids; and target group-specific study contents. (Contains 25 tables and charts and 360 references.) (MN)

ED 422 517 CE 077 065

Dench, S.; La Valle, I.; Evans, C.
Supporting Skills for Care Workers.
PUB DATE- 98
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Day Care; Adult Education; *Child Care Occupations; Child Caregivers; Early Childhood Education; Education Work Relationship; Educational Demand; *Educational Needs; Educational Supply; Employer Attitudes; Employment Opportunities; Employment Patterns; *Employment Qualifications; Foreign Countries; Job Skills; Job Training; Labor Market; Labor Needs; Literature Reviews; National Surveys; Needs Assessment; *Occupational Home Economics; Occupational Surveys; Older Adults; Postsecondary Education; Recruitment; Salary Wage Differentials; Secondary Education; Trend Analysis
IDENTIFIERS- *Elder Care; *Great Britain; National Vocational Qualifications (England)

The changing skill requirements for the occupations of childcare worker and eldercare provider in Great Britain were examined. Data were collected from the following: review of existing literature; preliminary exploratory interviews with and major theories of social and cognitive development. Unit 9, "Psychopathology," introduces the major mental disorders. This material is designed to coordinate with the CGEA GCO at levels 3-4 in Australia. It is recommended that supporting references, including a basic text in psychology, be available. A brief teacher's guide is included. (EMK)

ED 422 535 CG 028 604

Bird, Beverly S.
C.R. Snyder's Research on Self-Handicapping, Excusing, and Hope: Overview and Therapeutic Applications.
PUB DATE- 98
NOTE- 42p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- Coping; *Locus of Control; Psychotherapy; Self Concept; Self Efficacy; *Self Esteem; Social Cognition
IDENTIFIERS- *Hope; *Hopelessness; Psychodynamics

Persons with low hope are characterized as having an external locus of control that is concerned with protecting an uncertain sense of self-esteem. Strategies are employed to limit negative attributions made by self and others when self-esteem is threatened. Those with high hope, on the other hand, have an internal locus of control, see themselves as being able to generate plans to meet goals, and to accept responsibility for their actions and consequences. Literature reviewed focuses on five areas: (1) defining self-handicapping and excuse-making and how they relate to hope, (2) defining hope and characteristics which lead to a higher sense of hope, (3) measuring hope, (4) application to clinical populations, and (5) psychodynamic application. Anxiety, hypochondriasis, shyness and traumatic life events are discussed as aspects of self-handicapping. Self-image enhancement and excuse-making strategies are related to locus of control. Snyder's Hope Theory and the Hope Scale are reviewed. As strategies to protect or enhance an uncertain sense of self-esteem, self-handicapping and excusing have diminishing returns over time. Limiting culpability through distancing tends to limit growth in responsibility. Snyder's model offers the client improvement in self-esteem through goal-directed mastery. (Contains 36 references.) (EMK)

ED 422 536 CG 028 605

Pinquart, Martin; Masche, J. Gowert
Initiation into Alcohol Use in East and West German Adolescents.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Biennial Conference of the European Association for Research on Adolescence (6th, Budapest, June 3-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Cross Cultural Studies; *Drinking; Foreign Countries; *Parent Influence; *Peer Influence; Young Adults
IDENTIFIERS- *Germany

This paper investigates the patterning and positioning effects in the onset of drinking in East and West German adolescents and young adults. Differences between the timing of first drinking parties or if lack of congruence is present that may possibly lead to premature termination of therapy for the child client. Also included in the study were responses from adult clients and therapists of adult clients. Within subject t-tests of a sample of 63 parents, 18 therapists, and 43 adult clients produced significant findings. Therapists and parents of child clients attached greater significance to the behavior change sub-scale, while adults rated the five sub-scales as equally important. Appendix A contains the Parent Attitude Questionnaire with a discussion of "Parents' Motivations for Seeking Treatment for Their Children." Appendix B provides the Client Attitude Questionnaire and a discussion of "Clients' Motivations for Seeking Treatment." More than 130 references are listed. (Author/EMK)

ED 422 555 CG 028 662

Ware, Mark E.; Davis, Stephen F.; Smith, Randolph A.
Developing Students, Developing Faculty: Incompatible or Compatible Goals?
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Faculty Development; Higher Education; *Student Development; *Student Research; Undergraduate Students; *Undergraduate Study

Grounding students in research methodology is at the core of the undergraduate curriculum. Students usually conduct individual projects in the experimental psychology or research methods courses, and most undergraduate courses in the psychology curriculum contain a strong research component. The opportunities and benefits for undergraduate student and faculty development after students have completed their research projects are addressed. Specifically, convention presentations and journal publication opportunities are examined. Suggestions for poster and paper presentations on campus and at regional, national, or statewide meetings are presented. The benefits for students and for faculty working with and sponsoring undergraduate students in presenting their work are reviewed. Developing students' scholarly skills is compatible with developing faculty's teaching and research skills. A win-win situation exists for both faculty and students when faculty facilitate the implementation of students' presenting and publishing opportunities. Originally a poster presentation, this brief paper contains contact information for journals that publish undergraduate research. (EMK)

ED 422 556 CG 028 668

Corey, Marianne Schneider; Corey, Gerald
Becoming a Helper. Third Edition.
PUB DATE- 98
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

critical analysis of personal inconsistencies and to change personal actions. (NKA)

ED 422 574 CS 216 453

Renker, F. W.
Authority and Imagined Truth: Notes on Teaching Creative Nonfiction.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Creative Writing; Higher Education; *Nonfiction; Poetry; *Student Journals; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Authority; Delta College MI

An instructor who teaches composition, poetry, and creative nonfiction at Delta Community College in central Michigan language makes connections and helps people imagine their way fully into subjects. People have a deep, if unconscious and unfocused, need to discover and tell the truth. For one semester his students act like writers. They keep journals; look at the world and their own interior life in an observant, writerly way; read good writing; are as objective as possible about their drafts; and welcome feedback. Classroom and conference talk often returns to the central theme of truth-telling. The best student writers gravitate to imaginative ways of saying what needs to be said. Eventually good student writers develop the will and the stamina to revise, eventually writing with more "author"-ity. (CR)

ED 422 575 CS 216 454

Bannister, Linda
Promoting Multicultural Education through Creative Writing: Crossing Cultures and Genders.
PUB DATE- 98
NOTE- 15p.; Paper presented at the International Conference of the National Council of Teachers of English (Bordeaux, France, August 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Writing; *Cultural Context; *Ethnicity; Fiction; Higher Education; *Multicultural Education; Student Writing Models; Writing Assignments; *Writing Instruction
IDENTIFIERS- Course Development; *Gender Issues; *Multicultural Literature; Womens Ways of Knowing

A multicultural literature course at Loyola Marymount University (California) was designed to complicate ideas of culture with gender issues and explored a common but largely unexplored phenomenon--writers who write outside their own personal backgrounds and identities. The course drew from research on "women's way of knowing" and "women's way of writing." The first step in the course was reading cross-cultural and cross-gendered literature. The next phase involved students

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Fairy Tales; *Grade 5; Home Schooling; Intermediate Grades; Interviews; Private Schools; Public Schools; *Reading Aloud to Others; *Sex Differences; Sex Role; Story Reading; *Student Reaction; Values
IDENTIFIERS- *Cinderella; *Story Completion

Fifth Graders (N=626) from public, Catholic, Christian, and home schools reacted to values of forgiveness versus retribution in the two main versions of "Cinderella" by choosing which ending they preferred for themselves, for a 4-year old sister, and for a 4-year old brother. Girls preferred the forgiveness ending for themselves (p .001) and for a sister (p .01) more than boys did. Variations according to school and region (city, suburbs, rural) were slight, except for home school girls who preferred the forgiveness ending in all choices. Unexpectedly, both boys and girls would read the forgiveness ending to a sister, but tended to read the retribution ending to a brother. Reasons for choices are given as well as comparative data from older participants. For future research, it would be informative to conduct in-depth interviews with children of different ages and genders about values in children's stories. (Contains 4 tables of data and 28 references.) (CR)

ED 422 593 CS 509 887

Abdullah, Mardziah Hayati
Electronic Discourse: Evolving Conventions in Online Academic Environments. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; Computer Uses in Education; *Electronic Text; Higher Education; *Online Systems
IDENTIFIERS- *Academic Discourse; *Discourse Conventions; ERIC Digests; Learning Communities; Online User Groups; Research Suggestions

Based on the premise that computer networks are changing the way people think and interact, this Digest discusses some features of electronic discourse as a relatively new form of discourse and examines the current research on computer mediated communication text. The Digest suggests further research on how other features of electronic discourse resemble those of oral and written language and research which compares the construction of reasoning and argument in electronic discourse and conventional writing. It also considers how electronic discourse has brought about new conventions in the use of graphic features and notes that the informal, conversational tone of electronic discourse is quite different from that of traditional academic prose. The Digest points out that as online interaction becomes more widely used in formal academic situations, language educators may have to consider how to respond to the unconventional language use and structuring of ideas. (NKA)

ED 422 594 CS 509 889

encouragement, and views discipline as a teaching opportunity. Cindy Boyd, a high school math teacher in Abilene, Texas, creates a risk-taking atmosphere; plans activity-based, student-centered lessons; uses auxiliary items to illustrate concepts; employs alternative assessment; quells math anxiety; and values attitude, positive feedback, real-life applications, lifelong learning, and caring relationships. Howard Pitler, principal of a Wichita, Kansas, magnet school, relies on authentic tasks, genuine caring, staff camaraderie, high standards and individualized student goals, lifelong learning, cooperative learning, and student-led conferences to engage students. (MLH)

ED 422 613 EA 029 236

Cogan, John J., Ed.; Dericott, Ray, Ed.
Citizenship for the 21st Century: An International Perspective on Education.
PUB DATE- 98
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Citizenship Education; *Cross Cultural Studies; Delphi Technique; Economic Factors; *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Global Approach; Technological Advancement
IDENTIFIERS- Canada; Europe; International Surveys

This book discusses findings of the Citizenship Education Policy Study (1993-97), a project to develop a new, multidimensional model of citizenship education that transcends traditional nationalist conceptualizations. Five "generic" attributes of citizenship are a sense of identity, enjoyment of certain rights, fulfillment of corresponding obligations, interest and involvement in public affairs, and acceptance of basic societal values. A multidimensional focus should permeate all aspects of education: curriculum and pedagogy, governance and organization, and school-community relations. The book examines case studies in several participating nations (chapter 2), reviews the Delphi Cultural Futures research method employed (chapter 3), summarizes survey findings (chapter 4), discusses the emerging multidimensional citizenship model (chapter 5), examines possible applications of findings and recommendations (chapter 6), and discusses challenges facing 21st-century educators and policy makers. (Includes are a preface, an appendix listing research team members, author and subject indices, and chapter references.) (MLH)

ED 422 614 EA 029 256

Ehrich, Roger W.; McCreary, Faith; Reaux, Ray; Rowland, Keith; Ramsey, Amy
Home-School Networking To Support Constructivist Learning in a Rural Elementary School: Lessons from Families, Schools, and Researchers.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Public School Student, Staff, and Graduate Counts by State, School Year 1996-97. Statistics in Brief.
PUB DATE- 98
NOTE- 12p.; For the 1995-96 report, see ED 409 619.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; *Public Schools; *School Demography; *School Statistics; *Teacher Student Ratio; Teachers
IDENTIFIERS- United States

Information about public school enrollment and the numbers of staff members employed is reported in the "State Nonfiscal Survey of Public Elementary and Secondary Education, School Year 1996-97" from which this brief summary is derived. In 1996-97, 45.6 million students were enrolled in public elementary and secondary schools. Of these students, 25.5 million were in prekindergarten through grade 6. California had the most public elementary and secondary school students, followed by Texas and New York. About 2.7 million teachers provided instruction in public elementary and secondary schools during that school year, 1,486,000 of whom were elementary school teachers. The national ratio of total students to total teachers was 17.1 students per teacher, ranging from a low of 13.6 students per teacher in New Jersey to a high of 24.4 in Utah. In addition to teachers, about 519,000 teachers' aides directly assisted teachers in providing instruction, along with an additional 34,000 instructional coordinators and supervisors who helped with curriculum development and in-service training. Support staff for students included 89,000 guidance counselors and 52,000 librarians. Graduate rates for 1995-96 reveal that 2,281,000 student received regular high school diplomas, with an additional 203,000 students receiving alternative diplomas or high school equivalency certificates. Four tables provide the data used in this overview. (RJM)

ED 422 634 EA 029 315

Alternative Schools: Caring for Kids on the Edge.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 41p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; *Educational Innovation; Educational Principles; Experimental Schools; *High Risk Students; High Schools; *Nontraditional Education
IDENTIFIERS- United States (Northwest)

This theme issue presents an overview of alternative high schools that serve at-risk students. It opens with an essay on "Learning from the Margins," offering insights on the need for alternative schools, definitions of what constitutes an alternative school, how such schools succeed, and how alternative schools use new ideas to reach students. Four schools are profiled: Mat-Su, a school north of Anchorage, Alaska, which accepts students between the ages of 15 and 21 who are considered at-risk; Portland Night High School (Oregon), which helps students complete their secondary education even if they have already started a job or a family; the Open Meadow Learning Center, a private high school in educational settings. It challenges educators to establish an educational sense of discipline that eschews linear and anti-educational imperatives of control and management, and it describes a project that had students identify the educational needs of 13-15 year olds as a way to encourage educators to expand the number of possible solutions to student problems. The results of a series of interviews with students who left or were pushed out of school are presented here. (Contains approximately 70 references.) (RJM)

ED 422 654 EA 029 341

Ballen, Jennifer; Casey, Judi C.; de Kanter, Adriana
The Corporate Imperative: Results and Benefits of Business Involvement in Education. Executive Summary.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Responsibility; *Corporate Support; Educational Improvement; Elementary Secondary Education; *Partnerships in Education; *School Business Relationship; School Support; Student Needs

Strategies that the corporate world can use to create education alliances with schools are described in this report. It is argued that businesses must develop education partnerships with the same degree of strategic thinking used to advance any business objective or new product. These strategies are aligned with three fundamental benchmarks for measuring student progress: students should be able to read well and independently by the end of third grade; students should study algebra by the end of eighth grade and continue to take advanced math and science; and students should see college as an option and be prepared for education beyond high school. Ways in which these benchmarks can be reached include providing a safe haven for students after school, connecting classrooms to the Internet, training teachers in the use of technology, and involving parents in their children's education. Business owners should remember that business-education partnerships can take on many different forms; by examining the goals of both the business and the education partner, partnerships can have lasting effects on student achievement and business success. The document concludes with a four-stage plan for action to begin an active business-education partnership. (RJM)

ED 422 655 EA 029 342

Herman, Jerry J.; Herman, Janice L.
Effective Decision Making: Developing Ownership for Improved School Culture.
PUB DATE- 98
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board of Education Role; *Decision Making; Decision Making Skills; *Educational Administration; *Educational Environment; Elementary Secondary Education; Instruction; Parent Participation; Principals; *School Culture; Student

Boards
  Designed for anyone contemplating or presently established in private mental health practice, this book provides the answers to 50 pertinent questions concerning private practice. Questions were culled from a survey of graduate students in psychology, as well as experienced psychotherapists, psychiatrists, social workers, mental health counselors, and marriage and family therapists. Topics include: (1) degree/credentials needed to enter private practice; (2) experience needed to enter private practice; (3) the amount of money one can expect to earn in private practice; (4) the advantages and disadvantages of being in private practice; (5) the possibility of keeping a full-time job and starting private practice on a part-time basis; (6) whether master-level practitioners can compete with doctors in the private arena; (7) requirements for licensing mental health practitioners; (8) will private practice be a good fit; (9) malpractice insurance; (10) resources needed to start a practice; (11) the status of hospital privileges for nonphysicians; (12) marketing; (13) specialization or generalization; (14) typical patients/clients in private practice; (15) advantages of solo versus group practices; (16) charging clients; (17) sliding fee schedules; (18) insurance; (19) status of prescription privileges; (20) most common malpractice threats; and (21) managed care. (Contains 21 references.) (CR)

ED 422 674   EC 306 600

Stuve-Bodeen, Stephanie
We'll Paint the Octopus Red.
PUB DATE- 98
NOTE- 28p.; Illustrated by Pam DeVito.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Children; Childrens Literature; *Coping; *Downs Syndrome; Emotional Response; *Etiology; *Family Life; *Family Problems; *Siblings
IDENTIFIERS- *Attitudes toward Disabled

This children's book tells the story of a little girl who has a new baby brother with Down syndrome. Her contemplation of the advantages and disadvantages of having a sibling is highlighted. When she finds out the baby has Down syndrome, her initial reaction is that the baby won't be able to do all the wonderful things she has thought they would do together. After some reassurance from her father, she realizes that as long as she is patient with the baby and helps him when he needs it, there probably isn't anything he won't be able to do. The book closes with some questions and answers about Down syndrome that address etiology and family coping. (CR)

ED 422 675   EC 306 618

Lipsky, Dorothy Kerzner; Gartner, Alan
Standards & Inclusion: Can We Have Both?. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Academic Standards; *Disabilities; *Educational

Severity (of Disability); Social Indicators; *Social Life; Work Environment
IDENTIFIERS- Americans with Disabilities Act 1990; *Attitudes toward Disabled

This publication provides statistical information from a nationwide survey of 1,000 Americans with disabilities, aged 16 and older, that was conducted in April and May of 1998. It is designed to provide comprehensive and up-to-date measures in a number of areas, including: (1) the nature and severity of the disability; (2) participation in important life activities, e.g., employment and socialization, plus financial status and lifestyles of Americans with disabilities and how they have changed over the last 12 years; (3) job discrimination and the presence of barriers and unfavorable attitudes in the workplace; (4) familiarity with the Americans with Disabilities Act; (5) the special needs of those with disabilities, including equipment, technology, and personal assistance; (6) the sense of common identity shared by adults with disabilities, and changes over the past 4 years; (7) access to health care and satisfaction with services; and (8) participation in religious services. The survey found that large gaps still exist between adults with disabilities and other adults with regard to employment, education, income, frequency of socialization, and other major areas of life. Appendices describe the methodology of the study and include the survey questionnaire. (CR)

ED 422 693 EC 306 655

Stoddard, Susan; Jans, Lita; Ripple, Joan M.; Kraus, Lewis
Chartbook on Work and Disability in the United States, 1998.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - General (130)
DESCRIPTORS- Adults; Age Differences; Chronic Illness; *Disabilities; Economic Factors; *Employment; *Employment Level; *Employment Patterns; Employment Problems; *Employment Statistics; Federal Programs; Financial Support; Incidence; Income; Influences; Labor Force; *Labor Force Nonparticipants; Labor Utilization; National Surveys; Occupational Surveys; Participant Characteristics; Racial Differences; Severity (of Disability); Sex Differences; Work Environment

This document provides statistical information on the employment of people with disabilities. Data included in the book are derived from national surveys and other analyses by federal agencies. Each of the four sections in the publication address an aspect of work and disability. Section 1, "Prevalence of Disability among Working-age People," presents information on the definition of disabilities that are used, estimates of how many working-age people have a disability, and information on variations among the states in terms of rates of work disability. Section 2, "Work Disability and the Labor Force," examines patterns of work, types of employment, and earnings of people with disabilities who are in the labor force. Data on labor force participation by state, age, gender, and education are also presented. Section 3, "Factors Related to Work Disability," discusses what chronic health conditions are the most frequent causes of work limitation and how occupational injuries and illnesses affect work disability. The influence of

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Programs; *Agency Cooperation; Community Programs; *Disabilities; *Education Work Relationship; Educational Legislation; Federal Legislation; Individualized Education Programs; Parent Participation; Program Evaluation; School Business Relationship; Secondary Education; State Programs; *Student Educational Objectives; Student Participation; *Transitional Programs; Vocational Evaluation
IDENTIFIERS- *North Carolina

This manual on the transition of young people with disabilities to adult life has 11 chapters. Chapter 1 provides post-school information from a national and state perspective including a review of the North Carolina Transition Project for Youth with Disabilities. Chapter 2 offers a history of transition and a discussion of federal legislation related to transition. Chapter 3 discusses the transition components of the student's Individualized Education Program and chapter 4 focuses on student and parent roles and ways to ensure their effective involvement. Chapter 5 offers practical suggestions to foster interagency collaboration and chapter 6 provides an overview of a variety of adult services. Chapter 7 offers information on school-based preparation such as the functional curriculum and vocational activities. Chapters 8 and 9 discuss issues related to community-based transition activities and the establishment of partnerships with business and industry. Chapter 10 offers guidelines for conducting effective vocational evaluations and chapter 11 discusses principles of program evaluation. The manual also contains 45 appendices providing a glossary, addresses of North Carolina resources, examples of transition plans, additional information related to chapters, and various forms. (Contains approximately 125 references.) (DB)

ED 422 711 EC 306 692

The Parent Advantage: Helping Children Become More Successful Learners at Home and School: Grades 1-9.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Learning Disabilities; *Learning Strategies; Mathematics; *Parent Student Relationship; *Parents as Teachers; Reading; *Self Management; Spelling; *Study Habits; Test Wiseness; Writing (Composition)
IDENTIFIERS- *Alberta

This guide for parents of students with learning disabilities in Alberta (Canada) presents a variety of strategies parents can use to help their children in grades 1 through 9 become successful learners. Section 1 offers ideas for helping students get and stay organized such as using self-talk to create a positive attitude and organizing materials. Section 2 reviews the reading process. Among many suggestions for developing reading skills are using games to learn sight words, paired reading, and talking about books. Section 3 reviews writing suggestions. They include: using various techniques to get started writing, helping students develop proofreading and editing strategies, and using word processing. Section 4

IDENTIFIERS- Canada; *Content Area Teaching; Denmark

Two models of content-based second language instruction are compared. The two models, French language immersion and mainstreaming, are illustrated in two case studies that focus on how minority language children fare in kindergarten programs. The first case study is of a native Cantonese-speaking child enrolled in an early French immersion program in Canada. The second describes the experience of a native Turkish-speaking child in a Danish-medium mainstream program in Denmark. In each case, the study itself as well as related studies are summarized. It is concluded that some children's task in kindergarten is greater than others', and that not all children begin on even linguistic playing fields. Dominant group children in mainstream programs and dominant and minority group children in French immersion programs have an easier time than do minority group children in mainstream programs. The last group may not learn the second language well and may not succeed academically, particularly under certain conditions. Contains 49 references. (MSE)

ED 422 731 FL 025 430

Brohy, Claudine; Bregy, Anne-Lore

Mehrsprachige und plurikulturelle Schulmodelle in der Schweiz oder: "What's in a Name?" (Bilingual and Multicultural Education Models in Swiss Schools, or "What's in a Name?").

PUB DATE- 98

NOTE- 17p.; In: Vous avez dit "immersion?" (You Said "Immersion?"); see FL 025 425.

LANGUAGE- German

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bilingual Education; Comparative Analysis; Comparative Education; *Cultural Pluralism; Curriculum Development; Educational Policy; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Language Role; *Multicultural Education; Program Design; Public Policy; *Second Language Programs; Teacher Education

IDENTIFIERS- *Switzerland

In Switzerland, bilingual education models have existed for a long time. Some schools have a bilingual tradition that reaches back to the nineteenth century, as do informal models along the French-German language border. At the same time, exchanges between language communities led to bilingual learning, and the Raetoromania is a compulsory, though transitional, approach. Rapid development of bilingual models occurred in the 1990s, largely influenced by the Council of Europe and international research. Overall, language borders foster early bilingual models, while schools farther from these borders favor late models, at the secondary and higher education levels. Current political discourse addresses issues of territoriality and of the integration of English and migrant group languages into the curriculum. A small number of models attempt to break up the antinomy between the national/international languages and the often-excluded community languages. Progress can be expected most in the fields of teacher training, curriculum planning, and use of new technologies. (Contains 27 references.) (MSE)

ED 422 732 FL 025 431

Perregaux, Christiane

Avec les approches d'eveil au langage, l'interculturel est au become more affordable for families in the first and third income quintiles. It was also found that Illinois Monetary Award Program (MAP) eligibility, measured in constant dollars, decreased for second income quintile students at community colleges and public universities and for third income quintile students at public universities due to additional rationing mechanisms employed in the MAP formula. These results suggest that unless college costs rise at a lesser rate in the next decade, or unless additional grant assistance can be made available, college affordability will significantly decrease for most lower- and middle-income Illinois families. Three appendixes provide tables that track the expected family contribution for college costs of fourth and fifth income quintile families at community colleges, public universities, and private institutions. (MDM)

ED 422 753 HE 031 348

Review of Trends in Tuition and Fees and Student Financial Aid.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Educational Trends; Family Income; Higher Education; *Instructional Student Costs; *Paying for College; Private Colleges; Public Colleges; *State Aid; *Student Financial Aid; Trend Analysis; *Tuition
IDENTIFIERS- Affordability; *Illinois

This report presents analyses of trends in tuition and fees, students' ability to pay, instructional costs, state support, and other information related to tuition and fee decisions at Illinois higher education institutions. It provides tables and explanatory text on changes in median family income, inflation, student charges, and student financial aid for fiscal year (FY) 1990 through FY 1997; undergraduate tuition and fees; average total student expenses; average tuition and fees as a percent of median household income; FY 1997 total student financial aid; and changes in undergraduate tuition and instructional costs from FY 1985 through FY 1998. Eight additional tables provide trend data on average changes in tuition and fees and undergraduate student aid by type (grants, waivers, loans, and employment) and institutional category (community colleges, public universities, and private institutions). (MDM)

ED 422 754 HE 031 349

Current Affordability Policies: Status of Implementation.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Acceleration (Education); Access to Education; College School Cooperation; *Educational Policy; Equal Education; *Higher Education; *Paying for College; Program Descriptions; School Holding Power; Statewide Planning; Student Attrition; Student Financial Aid; Time to Degree; Tuition
IDENTIFIERS- Affordability; *Illinois

This report presents policies to enhance academic preparation and progress, assist needy students, and keep college costs affordable in Illinois, and indicates the implementation status of these policies. These policies are designed to heighten fold in the last decade. The discussion, which is derived from a roundtable of presidents, chief academic officers, university librarians, and policy and legal experts, examines the cultural, economic, and sociological aspects of this problem by highlighting the ways in which administrative, faculty and library cultures and capacities conflict. Strategies proposed as solutions include: (1) changing traditional conceptions about faculty and research by emphasizing quality over quantity of work, thus reducing the amount of publishing required for academic career advancement; (2) making universities better, more efficient consumers of academic materials; (3) educating faculty about the economics of the problem as it relates to copyright and publication and providing practical steps that faculty themselves can take to lessen problems in this area; (4) investing in electronic forms of scholarly communication; and (5) decoupling publication and faculty evaluation for the purposes of promotion and tenure. (MAB)

ED 422 773 HE 031 502

Zemsky, Robert, Ed.
A Teachable Moment.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Science; Educational Improvement; Educational Objectives; Educational Responsibility; Elementary Secondary Education; *Engineering Education; Higher Education; *Mathematics Education; *Relevance (Education); *Science Education; Scientific Literacy; Technological Literacy; *Technology Education

This essay, based on a national roundtable composed of science faculty, administrative leaders, foundation officers, and program directors examines the gap between advocacy and understanding that increasingly describes the status of science, mathematics, and technical education in the United States. The essay focuses on the capacity of the nation's colleges and universities to meet the demand for citizen-workers who possess a basic understanding of science, mathematics, engineering, and technology. It describes the current status of postsecondary science education, highlighting the limitations of the current system and defining the goals and context of change. The six-point agenda for change includes the following elements: (1) building a research base that documents effective ways to make undergraduate science more accessible; (2) reinstating the mission of science departments to stress the importance of providing students with a real grasp of science; (3) developing strategies for creating partnerships that link two- and four-year institutions; (4) fostering an effective culture of teaching within science departments; (5) making the quality K-12 science instruction an explicit priority of undergraduate science education; and (6) developing learning communities that extend beyond departmental and campus boundaries. Finally, the essay describes the obligations of science education instructors. A list of roundtable participants is included. (MAB)

ED 422 774 HE 031 503

Iannozzi, Maria

the most counterargumentation. Comparison of face-to-face with e-mail environments found that e-mail discussions were more structured and included more argumentative opinions and counterargumentation. Teachers found it easier to give feedback in the e-mail environment. However, unlike face-to-face discussion, e-mail does not develop oral argumentation skills. Results suggest the value of a combined approach. (Contains 11 references.) (DB)

ED 422 792 HE 031 525

Karabenick, Stuart A.; Bembenutty, Hefer
Motivational Determinants of Academic Delay of Gratification.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April, 1998). For related papers, see HE 031 526-527.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Students; *Delay of Gratification; Expectation; *Goal Orientation; Higher Education; Questionnaires; Self Management; *Student Educational Objectives; *Student Motivation; *Time Factors (Learning); Undergraduate Study
IDENTIFIERS- Academic Delay of Gratification Scale; *Choice Behavior

This study examined motivational determinants of academic delay of gratification (ADOG) with 196 undergraduate college students at a large midwestern university. Students completed the academic delay of gratification scale, in which students are presented with 10 hypothetical situations and they indicate their preference among options offering immediate and delayed gratification. Analysis focused on assessing the relationship of delay preferences to the differences between expectancy of academic success, how much college students liked, and how much they valued immediate versus temporarily remote goal-related options. Summed across situations, interest, value, and expectancy, difference scores predicted delay preference to approximately the same degree, based both on zero-order bivariate and multivariate statistical tests. The multivariate contribution of liking, value, and expectancy determinants varied across situations, however, which indicated that there were situation-specific and general effects. Results suggest that a more complete explication of ADOG would take into consideration student motivation as well a strategic capabilities to delay gratification. The scale used is appended. (Contains 15 references.) (DB)

ED 422 793 HE 031 526

Bembenutty, Hefer; Karabenick, Stuart A.; McKeachie, Wilbert J.; Lin, Yi-Guang
Academic Delay of Gratification as a Volitional Strategy.
PUB DATE- 98
NOTE- 10p.; paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April, 1998). For related papers, see HE 031 525-527.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires,

IDENTIFIERS- *AIR Forum

This paper presents the results of a study that examined the relationship between parental income and students' college choice process, and identified factors influencing enrollment decisions of students from different income levels. The study found several statistically significant relationships between students' income and the college choice process, with higher income students attributing more importance to the college's surroundings and lower income students focusing more on substantive issues such as opportunities for internships, the academic program, and costs. Among enrolling students, significantly greater numbers of higher income students rated their college of choice positively on academic reputation, quality of the faculty, majors of interest, and perception of academic challenge, while lower income enrolling students rated the college on surroundings, social life, extracurricular activities, and cost. The study recommends improving vibrancy of college social life, developing collaborative programs with others, intensifying efforts to promote the college as prestigious and selective, and building on the college's strengths by increasing contact between prospective students and faculty members. (Contains 14 references.) (CH)

ED 422 811   HE 031 569

Seppanen, Loretta
Performance Funding on the Bleeding Edge: No Improvement, No Funding. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Competency Based Education; *Educational Finance; Evaluation Criteria; *Management by Objectives; Norms; *Performance Based Assessment; *Performance Factors; Policy Formation; Public Education; School Statistics; State Aid; State Colleges; State Regulation; Statistical Data; Technical Institutes; Two Year Colleges
IDENTIFIERS- *AIR Forum; *Performance Funding; Washington

This paper discusses policy issues faced by two-year colleges in the state of Washington during the first year of implementation of performance funding. Four key policy questions were reviewed: (1) the reward versus entitlement paradigm shift, which forces educators to alter expectations about "entitlement" to higher education funding and accept allocation based on performance; (2) state versus local priorities that can cause conflicts between state-level approaches to performance and autonomy at the college or district level; (3) whether performance funding motivates colleges to improve performance; and (4) what happens when performance funding results in reallocation of resources away from nonperforming institutions. In Washington state several practical difficulties were encountered in designing the performance funding system for the state's community and technical colleges. They included complexity, timeliness problems, and the problems inherent in a funding system based on unstable, quantitative indicators. Despite these problems, the first year of performance funding resulted in new understandings of student development and highlighted areas of the system that

Frost, Jacqueline; Dalrymple, Margaret; Wang, Mindy

A New Focus for Institutional Researchers: Developing and Using a Student Decision Support System. AIR 1998 Annual Forum Paper.

PUB DATE- 98

NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Planning; Computer Software; Data Collection; Database Management Systems; Databases; *Decision Making; *Decision Support Systems; Higher Education; Information Retrieval; Information Storage; Institutional Administration; *Institutional Research; Management Information Systems; Planning; Research Directors; Systems Analysis; *Systems Development

IDENTIFIERS- *AIR Forum; Metadata

Institutional researchers play a key role in an environment where data warehouses are used to store and retrieve vast amounts of data. Along with the benefits of increased access for more users, improved reporting capabilities, and less reliance on centralized information, come questions of appropriate data usage, data access and security, training, and on-going support. This paper discusses the development of a student decision support system at a university and the role played by the institutional research staff. Following the successful implementation of a data warehouse serving an employee and financial decision support system, development of a student decision support system was begun in January 1996. The paper outlines each step in the process, beginning with the decision model for the data to be included and a brief description of the technology. The following sections discuss implementation of the system, which included determining who should have access, security guidelines, and training potential users. Also discussed are data usage, analysis and reporting, on-going support, the student steering committee, standard queries, data validation, other support services, and metadata. Issues still to be resolved include an issue log, adding new data, software upgrades, and who organizationally will be responsible for on-going maintenance and enhancements. A user survey is appended. (Contains 6 references.) (CH)

ED 422 829 HE 031 587

Zuniga, Robin Etter; Pease, Pamela

Evaluating the Virtual Institution: The Flashlight Project Evaluation of International University. AIR 1998 Annual Forum Paper.

PUB DATE- 98

NOTE- 12p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accreditation (Institutions); Bachelors Degrees; Business Communication; Business Education; Computer Mediated Communication; Computer Software; Computer Uses in Education;

DESCRIPTORS- Computer Software Evaluation; Computer Uses in Education; Distance Education; Higher Education; Interaction; Student Attitudes; Teacher Attitudes; *Teleconferencing; Training; *World Wide Web
IDENTIFIERS- *AltaVista Forums; Indiana University; *Technology Integration; University of Indianapolis IN

This paper highlights features, uses, and training issues related to AltaVista Forums, a World Wide Web-based conferencing tool. An overview of the features of AltaVista Forums is provided; highlights include asynchronous online discussions, chats, document attachments, URL posting, a calendar feature, and mail-to listings. Pricing and system requirements are noted. The integration of AltaVista Forums in postsecondary courses at the University of Indianapolis and Indiana University is then discussed, including a few techniques the authors have used or observed for integrating AltaVista Forums. Training strategies to support faculty and student use of AltaVista Forums are presented, and student and faculty reactions to AltaVista Forums are summarized. The paper concludes with a discussion of advantages and disadvantages of AltaVista Forums. (DLS)

ED 422 846 IR 018 987

Black, Deb
The Role of Live, Online Collaboration in Distance Learning.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Software; Computer Uses in Education; *Cooperative Learning; Delivery Systems; Design Preferences; *Distance Education; *Educational Technology; *Instructional Design; Interaction; Learning Strategies; Multimedia Materials; World Wide Web
IDENTIFIERS- Collaborative Learning

This paper discusses the three types of online learning--asynchronous collaborative learning, sametime collaborative learning, and self-paced learning--and how these modes are supported by the Lotus LearningSpace product. The following requirements for distributed learning technology are then considered: (1) flexibility, specifically the capability to support all three modes of online learning; (2) scalability, including enabling the easy development and revision of courses that allows the instructor to integrate a wide range of materials, providing an administration environment that makes it easy to manage all activities of a virtual campus, and supporting access to student profiles and distributed media resources; and (3) open solutions, an open standards-based platform allowing all the activities of course design, instruction, collaboration, and evaluation to be shared among business partners. (DLS)

ED 422 847 IR 018 988

Champagne, Matthew V.
Dynamic Evaluation of Distance Education Courses.
PUB DATE- 98
NOTE- 9p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI,

reusable for the next group of students. Problems encountered when trying to generate such material are presented, along with some of the solutions being investigated. Also presented are tasks with which to structure and focus dialogues more effectively than generally happens in many seminar or bulletin board discussions. The use of a series of Task Directed Discussion games (TDDs) that demand increasingly deeper thinking about the domain to ease the students into discussions is highlighted. It is concluded that the TDD approach has worked for generating better discussions and hence better vicarious learning material. (Contains 14 references.) (AEF)

ED 422 866 IR 019 007

Neill, Judy
Practice Makes Learning.
PUB DATE- 98
NOTE- 8p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Distance Education; Educational Media; Educational Technology; *Instructional Design; Instructional Development; *Instructional Effectiveness; *Learning Strategies; Models; Teaching Methods

This paper focuses on how people learn to help educators design curriculum that will enable students to successfully complete a distance learning class. Up-front organization, clear communication about performance expectations, outcome driven assessment, and imaginative learning strategies are critical to successful distance learning. Differentiating between media and methods is the first step toward ensuring that learning and distance are not contradictory. Most learners learn better when they are actively engaged in the learning process; in distance learning it is even more important to abandon a "telling as teaching" mode for learning methods that support the human thinking and learning process. Our brains have three memory systems that deal with information processing and storage--sensory memory, working (short-term) memory, and long-term memory. Five main processes control the flow of information through the memory system--attention, encoding, rehearsal (practice), retrieval, and metacognition. The following five strategies will help to ensure that distance teaching also means distance learning: (1) provide learning plans; (2) design with a bias for learner-centered methods; (3) insert frequent practice; (4) support all stages of the learning cycle; and (5) vary the format of learning activities. (AEF)

ED 422 867 IR 019 008

Nooriafshar, Mehryar
The Effectiveness of a Web-Based Interactive Multimedia System in Tertiary Education.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; Access to Education; *Computer Uses in Education; Continuing Education; *Distance Education; Graduate Study; Higher Education; Internet; *Library Education; Library Schools; Marketing; Masters Programs; Residence Requirements; School Guidance; School Registration; Technological Literacy; *Telecommunications
IDENTIFIERS- *Technology Integration; University of Arizona

This paper describes how the University of Arizona (UA) School of Information Resources and Library Science (IRLS) distance Master of Arts program works with policies and procedures written for traditional programs with different needs and objectives. Challenges discussed include: (1) registration, including using the university's automated telephone system, securing e-mail accounts, accessing UA systems, and getting grades and transcripts in a timely manner; (2) marketing, including advertising by predominantly electronic means, including lists, search engines, postings, word of mouth, and a World Wide Web site; (3) communication, including communicating via general lists, class lists, and the website, maintaining syllabi online in order to advertise course content and program offerings, and facilitating e-mail and systems access; (4) technology requirements, including determining students technological prowess, orientation, and the online IRLS Resource Guide; (5) advising, including making distance students feel connected with the institution using live-time interaction such as scheduled chat sessions and virtual office hours, along with e-mail and list communication; (6) residency, including enabling students to meet residency requirements during intensive summer and winter sessions, other flexible options, and encouraging higher administration to review the residency policy for master's level students; and (7) future plans, including awareness of the potential for growth in this area. (DLS)

ED 422 885 IR 019 026

Winfield, William; Mealy, Martha; Scheibel, Pamela
Design Considerations for Enhancing Confidence and Participation in Web Based Courses.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; Course Evaluation; Design Preferences; *Distance Education; Guidelines; Higher Education; *Instructional Design; *Instructional Effectiveness; Interaction; Learning Activities; Models; Nursing Education; Professional Continuing Education; Professional Development; Student Attitudes; Student

project ran from April to November, 1996, involving 86 schools, including primary, intermediate, secondary and area. This evaluation focused on analyzing the course delivery and interactivity of the 1996 pilot program, and establishing what aspects were useful to teachers and students in meeting their learning goals, and what elements proved to be deficient and in need of improvement. The sections are: "Evaluation"; "Data Gathering and Analysis"; "Findings"; "The Effectiveness and Usefulness of Interactive Television for Teaching and Learning"; "Comparing the Roles of the Broadcast and Classroom Teacher"; "How Useful Was the Support Material for Teaching"; "Teacher Professional Development"; "Interaction Between Broadcaster and Receivers"; "Technology"; "Differences in the Experiences of Participating Schools by Area and Type"; and "Recommendations for Improving Interactive Television Courses." Twenty tables and figures illustrate findings and the forms and questionnaires used in the project are appended. (AEF)

ED 422 903 IR 019 101

Boyd, Sally
Learning by Bytes: Computers in the Classroom. Evaluation of the Learning Enhancement with Information Technology Project.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 97
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Computer Attitudes; *Computer Uses in Education; Educational Change; *Educational Technology; Foreign Countries; Information Technology; Instructional Effectiveness; Secondary Education; Student Attitudes; Tables (Data); Teacher Attitudes; Teaching Methods; Use Studies
IDENTIFIERS- *New Zealand

This evaluation of the Learning Enhancement with Information Technology project examined the impact of the introduction of an information technology initiative on students' and teachers' attitudes toward computing and students' learning. The evaluation was designed as a case study involving Palmerston North Girls' High School (PNGHS) and a matched comparison school (School X), and took place during the 1995 and 1996 teaching years. The project involved the use of computers in the classroom by all students at PNGHS studying 6th and 7th form accounting and economics, or 7th form mathematics with statistics. The combination of qualitative and quantitative information collected over the course of this evaluation showed a variety of changes over time for both students and teachers. Overall, although teachers and students raised a number of issues concerning the details of the way the project was implemented, a number of positive outcomes were evident. The use of computers in the project, and the classroom environment that this use facilitated has enhanced students' skills and learning in a variety of ways. Chapters include: (1) "Introduction and Background"; (2) "Teacher Perspectives"; (3) "Student Perspectives"; (4) "Perspectives on Learning"; and (5) "Summary." Sixty-six tables and figures illustrate findings; the forms and questionnaires used in the evaluation are appended.(AEF)

ED 422 904 IR 019 102

sample of 4,245 school-age pupils in England and Wales. Both samples were representative from the standpoints of age, sex, geographic location, social class, and work status. Approximately half the adult respondents had participated in some form of learning in the past 12 months. Participation in learning was influenced by age, employment status, level of highest qualification, and social class. Most respondents considered learning a way of improving their quality of life. The adults and young people alike enjoyed learning new things. Most of the learning people actually undertook was related to their current or possible future jobs rather than to their personal interests. Adults did most of their learning at home, work, libraries, and colleges/universities. Adults preferred learning by doing practical things or self-study, whereas most young people preferred learning in groups. Adults preferred learning from print materials. (Sixteen tables are included. Appended are the following: sample profiles, information on statistical reliability, and social class definitions.) (MN)

ED 422 469   CE 076 978

Galbraith, Michael W., Ed.
Adult Learning Methods: A Guide for Effective Instruction. Second Edition.
PUB DATE- 98
NOTE- 408p.; Foreword by Malcolm S. Knowles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Information; Adult Education; Adult Educators; *Adult Learning; Adult Students; Case Studies; *Classroom Techniques; Conferences; Critical Thinking; Demonstrations (Educational); Discussion (Teaching Technique); Distance Education; Educational Attitudes; Educational Philosophy; Educational Strategies; Ethics; Information Utilization; Instructional Effectiveness; Instructional Materials; Internship Programs; Learning Motivation; *Learning Processes; Lecture Method; Media Selection; Mentors; Motivation Techniques; Nominal Group Technique; Performance Contracts; Questioning Techniques; Simulation; Student Characteristics; Student Motivation; Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods; Teaching Styles
IDENTIFIERS- ionship; Teaching Methods; Teaching Styles

This book contains 21 papers devoted to understanding and facilitating adult learning. After "Foreword to the Second Edition" (Malcolm S. Knowles) and other introductory materials, the papers are: "Becoming an Effective Teacher of Adults" (Michael W. Galbraith); "Understanding Adult Learners" (Huey B. Long); "Identifying Your Philosophical Orientation" (Lorraine M. Zinn); "Identifying Your Teaching Style" (Gary J. Conti); "Strategies to Enhance Adult Motivation to Learn" (Raymond J. Wlodkowski); "Ethical Reasoning in Teaching Adults" (Daniel D. Pratt); "Guidelines for Selecting Methods and Techniques" (Gary J. Conti, Rita C. Kolody); "Lecture" (Shirley J. Farrah); "Discussion" (Stephen D. Brookfield); "Questioning Techniques" (Ray E. Sanders); "Case Study" (Victoria J. Marsick); "Nominal Group Technique" (Lloyd J. Korhonen); "Demonstration and Simulation" (Jerry W. Gilley); "Forum, Panel, and Symposium" (Burton R. Sisco); "Learning Contracts" (Judith M. O'Donnell, Rosemary S. Caffarella); "Case Story" (Patricia Maslin-Ostrowski, Richard H. Ackerman); "Critical Thinking Techniques" (Stephen D. Brookfield); "Internship" (Susan B. Premont); "Mentorship" (Laurent A. Parks Daloz); "Information Access Techniques" (Donna L. Whitson, Donna D. Amstutz); and "Distance technical training modules that include some or all of the following: time required; duty; task; objective(s); instructional materials list; references; student preparation; introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed for each task box on the competency profile. The student laboratory manual contains a DACUM chart and learning modules. Each module in the student manual includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (KC)

ED 422 486 CE 077 009

Advanced CNC and CAM Series. Educational Resources for the Machine Tool Industry. Course Syllabi, Instructor's Handbook and Student Laboratory Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 941p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; Computer Assisted Design; *Computer Assisted Manufacturing; Computer Science; Consortia; Curriculum Design; Curriculum Guides; Employment Qualifications; Entry Workers; Equipment Maintenance; Equipment Utilization; Job Skills; Learning Activities; Learning Modules; *Machine Tool Operators; Machine Tools; Manufacturing Industry; *Numerical Control; Postsecondary Education; *Production Technicians; Robotics; *Technical Education; Vocational Education
IDENTIFIERS- DACUM Process

This package consists of course syllabi, an instructor's handbook, and student laboratory manual for a 1-year vocational training program to prepare students for entry-level positions as advanced computer numerical control (CNC) and computer-assisted manufacturing (CAM) technicians.. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with 9 duties (and supporting technical workplace competencies): practice safety; apply mathematical concepts; interpret engineering drawings and control documents; recognize different manufacturing materials and processes; measure/inspect; perform conventional machining; perform advanced machining; use verification and communication systems; and program using CAM computer-aided manufacturing systems. The first volume contains the justification, documentation, and course syllabi for the courses. Each syllabus contains the following: course description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The instructor's handbook consists of technical training modules directions driving change. Chapter 7 describes philosophical underpinnings and outlines recent moves toward integration and convergence in the career theory literature. Chapter 8 describes the development of systems theory and presents its elements. Chapter 9 outlines the systems theory framework. Part 3 addresses integration of theory and practice through the concept of lifelong learning systems. Chapter 10 advances lifelong career development learning. Chapter 11 examines learning from a systems theory perspective through the theme of learning systems and presents an example of the learning systems necessary for training and preparation of career development facilitators. Chapter 12 discusses career development learning in school settings. Chapter 13 describes career counseling as a process of learning from a systems theory perspective. Chapter 14 examines supervision as a learning system for lifelong learning of career development facilitators. The book contains 489 references and an index. (YLB)

ED 422 500   CE 077 026

Hanna, Sharon L.
Career Development by Design.
PUB DATE- 98
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Burnout; *Career Development; Career Education; Career Exploration; *Employment Interviews; Goal Orientation; *Individual Development; Interpersonal Communication; *Interpersonal Competence; Interpersonal Relationship; Job Application; Job Satisfaction; *Job Search Methods; Learning Activities; Postsecondary Education; *Resumes (Personal); Self Efficacy; Social Discrimination; Stress Management; Time Management; Work Environment

This book is intended to guide the reader in the process of designing his or her career and achieving it. Chapter 1 begins with a look at self: developing areas of self, personality type, self-concept, and self-efficacy, making positive personality changes, sharpening basic skills, and evaluating career potential. Chapter 2 explores developing positive interactions and relationships with others through: open-mindedness, assertiveness, and communication. Chapter 3 examines getting what one wants: seeking career and job satisfaction, achieving goals, researching careers, jobs, and employers, and planning and conducting a job search. Chapter 4 covers career writing: developing a resume, writing a cover letter, writing other letters, and filling out a job application. Chapter 5 focuses on the job interview: preparing for an interview and selling oneself during the interview. Chapter 6 addresses one's career path: rejecting of an offer, negotiating and accepting of an offer, beginning a new job, making contacts, handling evaluations, continuing to learn, advancing in one's career, changing careers and jobs, owning one's own business, and ending one's career. Chapter 7 explores relationships in the work environment: promoting positive relations, managing conflict effectively, dealing with difficult people, and forgiving and moving on. Chapter 8 discusses challenges in the workplace: discrimination, sexual harassment, family issues, time management, burnout, and representatives of voluntary organizations, professional bodies, training providers, organizations involved in supporting caregivers, and others; in-depth interviews with 16 representatives of 8 organizations providing eldercare and 9 managers of childcare programs; and a seminar to refine the study findings and conclusions. The study focused on the following: the childcare and eldercare sectors and changes affecting them; current and future job skill requirements for entry and senior care workers and managers; recruitment, recruitment difficulties, and skill shortages; and provision of training. In 1996, approximately 4% of the British work force worked in child care and related occupations and 2% worked in eldercare. Although both occupations have recently experienced and will likely continue to experience significant growth, both remain among the lowest-paid occupations. The personal skills and attitudes and personal, social, medical, and domestic care requirements for both occupations were identified. Although training has not traditionally been considered very important for either occupation, some respondents were beginning to pay greater attention to training and development. (Contains 39 references.) (MN)

ED 422 518 CE 077 066

Certificates, Skills and Job Markets in Europe. A Summary Report of a Comparative Study Conducted in Germany, Spain, France, Italy, Netherlands, United Kingdom. CEDEFOP Document.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Education Work Relationship; Educational Supply; Foreign Countries; Human Capital; *Job Skills; *Labor Market; *Personnel Selection; *Student Certification; Tables (Data)
IDENTIFIERS- *Europe

The economics and sociology of the relationship between training and employment in Europe were examined through a comparative study conducted in six countries: Germany, Spain, France, Italy, the Netherlands, and the United Kingdom. In each country, teams of researchers used a standardized methodology to collect the data needed to estimate (over a period of approximately 10 years) the structure of occupational skills triggered by the following: the rise in the level of education of successive generations (supply model); the variation in the strength of the occupational work force (demand model); and the two effects simultaneously (simultaneous effects model). The three models were used to establish a common "occupations, age, and certification" job market database for the six countries. Analysis of the database established that, even outside regulated occupations, there is a preferential deployment of certain certificates in certain occupations. The internal certification structures within occupations were themselves closely correlated to the age of the work force. In all six countries, the continuing rise in the level of education was spread over all occupations in proportion to initial skill structures. (The report contains 25 references. Appended are information on the study methodology and 10 figures and tables.) (MN)

ED 422 519 CE 077 068

Boud, David, Ed.

(positioning effects) and differences in influences on the timing of initiation (patterning effects) are studied. Four reasons for studying the age of onset of drinking are given: low frequency of problem use, risk factor of later misuse, risk factor of later legal and illegal drugs, and cohort effects. Risk factors related to age at onset of drinking and previous findings are reviewed. Cultural differences between East and West Germans that influence the early onset of alcohol use are discussed, and gender differences are investigated. Two samples of 13 to 29 year olds were gathered in both East and West Germany, one in 1991 (N=3,824) and the other in 1996 (N=3,086). A Cox Regression analysis (hazard model) was used in analysis of positioning effects (i.e., the transition from no experiences of drinking to the first whole drink). The investigation of timing or patterning effects utilized measures of parental variables, peer variables, and pubertal timing. Differences between East and West German samples are presented in five tables and two figures and discussed. Correlation of the age of onset with reported frequency of use is presented. Interaction effects and possible differences between the 1991 and 1996 samples are explored. (Contains 29 references.) (EMK)

ED 422 537 CG 028 606

Tentoni, Stuart C.
Building a Vita for the Clinical Practice.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; Clinical Experience; Clinical Psychology; Counseling Psychology; *Doctoral Programs; *Education Work Relationship; Employment Qualifications; *Graduate Students; Higher Education; *Job Application; *Resumes (Personal); Therapists

Vita review is used by most prospective employers to determine which applicants will be interviewed for a particular position opening in clinical practice. Most graduate students have little knowledge and no training in this topic, which is vital for professional development. Specific examples of vitae construction are provided for one of the three major professional tracks in psychology: clinical practice. Eleven major elements of the clinical practice vita are discussed with what and how much to include in each area. The focus is on what the reviewer needs to see to grant an interview. The most common vita error of newly graduated doctoral students in psychology (creating a professional vita using their pre-doctoral internship vita as the foundation) is addressed. An outline to follow for creating a clinical practice vita is included with discussion. Anonymous samples of actual vitae submitted for clinical position review appear in Appendix A; and samples of vitae (one anonymous, the other the author's actual vita) using a more organized format appear in Appendix B. Vitae from related professions are included for comparison. The presentation of this paper and the paper itself were developed in response to a need identified by the American Psychological Association Graduate Students Division and the APA Board of Educational Affairs. (EMK)

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coping; Counseling Techniques; *Counselor Client Relationship; *Counselor Role; *Counselor Training; Counselors; Ethics; *Helping Relationship; Mental Health Workers; Therapy; Values

The problems involved in becoming an effective helper and the personal difficulties of working with others are addressed. A discussion of motivations for seeking a career in the helping professions is followed by an overview of the helping process. Chapter topics include: (1) "Are the Helping Professions for You?"; (2) "Getting the Most from Your Education and Training"; (3) "Stages in the Helping Process"; (4) "Common Concerns of Beginning Helpers"; (5) "Ethical Issues Facing Helpers"; (6) "Values and the Helping Relationship"; (7) "Cultural Diversity in the Helping Professions"; (8) "Working in the Community"; (9) "Working with Groups"; (10) "Working with the Family"; (11) "Understanding Life Transitions"; (12) "Stress and Burnout"; (13) "The Challenge of Retaining Your Vitality." Written in a very direct, personal style, the work is intended as a guide for the student or beginning counselor. Each chapter begins with focus questions and ends with a review and the question, "What will you do now?" A list of topics that have been revised and expanded from earlier editions is included in the preface. A guide to professional organizations and an instructor's resource manual are included. (EMK)

ED 422 557 CG 028 669

Rostosky, Sharon Scales; Galliher, Renee Vickerman; Welsh, Deborah Perlman
Gender-Roles, Power, and Condom Use in Adolescent Dating Relationships.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Dating (Social); Disease Control; Empowerment; Females; *Sex Role; Sexuality; Social Influences
IDENTIFIERS- *Condoms; Sexually Transmitted Diseases

Sexually transmitted diseases (STDs) have a disproportionate and more devastating impact on women than men; adolescent women are at the greatest risk for acquiring STDs. However, promoting consistent condom use among female adolescents involves dealing with complex socio-cultural factors, including deep ambivalence regarding sexuality in general, women's sexuality in particular, and adolescent girls' sexuality in specific. This cultural ambivalence comes into play in dating relationships where differences in the allocation of power and responsibility often make it difficult to effect important sexual decisions such as consistent condom use. Specific attitudes, behaviors, and perceptions that distinguish between couples who use condoms consistently and those who do not are explored. It is hypothesized that couples who are egalitarian in their attitudes and behaviors and who share power equally are more likely to consistently use condoms. This project used self-report, interview, and observer-coded interaction data to study gender role attitudes and behavior, power in verbal interaction, emotional power, decision-making power, and condom use. Although difficulty was encountered in distinguishing experimenting with cross-cultural and cross-gendered texts of their own. The students began with short, analytic assignments that helped them focus in on techniques authors used to create a character. Students then described a kitchen from the point of view of a man or a woman (whichever they were not) whose child had just died--they could not mention the death directly. The students then moved on to writing fiction. (Six student fiction excerpts are attached.) (RS)

ED 422 576 CS 216 460

Henrich, Steve; Henrich, Jean
Story Starters on the Aztecs, Incas, and Mayas. A Creative Writing Program.
PUB DATE- 91
NOTE- 65p.; For other "Story Starters," see CS 216 457-459.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Characterization; Class Activities; *Content Area Writing; *Creative Writing; Foreign Countries; *Indigenous Populations; Intermediate Grades; *Language Arts; Latin American Culture; Maya (People); *Social Studies; Writing Processes
IDENTIFIERS- Aztec (People); Ideas; Inca (Tribe); Process Approach (Writing); Story Concepts; Story Setting; *Story Writing

Designed to supplement an established language arts and social studies program, this books deals with the Aztecs, Incas, and Mayas of Latin America. All of the "Story Starter" books are intended to give a variety of vocabulary and story ideas to help with the writing process. Each of the books is divided into four main sections: (1) an introductory section which explains the different elements of a story; (2) a "character" section which contains details for characterization or character recipes; (3) a "setting" section which contains details for settings or setting recipes; and (4) a "plot" section which contains "cliff hangers" designed to give the writer the first part of a story which can then be expanded using the "plot cards" as well as the "character and setting cards." A teacher can use the cliff hangers as examples of how to develop other cliff hangers which students can then complete. A 24-item list of project ideas and a 16-step story flow chart complete the book. (CR)

ED 422 577 CS 216 466

Magee, D. B.
Contact and Comfort Zones: Gay Male Praxis in the Composition Classroom.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Techniques; Higher Education; *Homosexuality; *Males; Self Concept; *Self Disclosure (Individuals); *Sexual Identity; Teacher Attitudes; Teacher Behavior; Teacher Characteristics; *Writing Instruction
IDENTIFIERS- *Contact Zones; *Homosexual Teachers; Praxis

Chen, Guo-Ming
An Examination of PRC Business Negotiating Behaviors.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication Research; *Cultural Influences; Foreign Countries; Higher Education; Interviews; *Social Behavior
IDENTIFIERS- *China; Communication Strategies; Hong Kong; *Negotiation Processes; Research Suggestions

The current rapid economic development in mainland China strongly demands that the world understand the People's Republic of China's (PRC) negotiating behaviors to ensure a successful business transaction. This study examined the PRC business negotiating behaviors by interviewing 16 Hong Kong businesspersons who have experiences in doing business with the PRC Chinese. Questions regarding the most important cultural factors that affect the PRC business negotiations, problems encountered, and guidelines for reaching a successful business negotiation with the PRC Chinese were asked. Overall, participants identified face, relation, harmony, reciprocity, and credibility as the five most important cultural factors that affect PRC business negotiations. Guiding principles based on Confucianism and strategic applications from other schools of thought form the two faces of the PRC Chinese business negotiations. The interaction and integration of the two forces complicate the process and understanding of Chinese social behaviors. The guidelines for a successful business negotiation with PRC businesspersons include: (1) build a relationship before the negotiation; (2) remember courtesy requires reciprocity; (3) be patient and polite; and (4) develop a long-term relationship. Most existing studies tend to focus on the impact of Confucian traditions, which leaves an unexplored space for research. To understand business negotiating behaviors of the PRC Chinese, future research should explore the strategic aspect that originates from non-Confucian traditions. (Contains 1 table, 2 figures, and 36 references.) (NKA)

ED 422 595 CS 509 890

Bibliography of Assessment Alternatives: Oral Communication. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Communication Research; *Communication Skills; Elementary Secondary Education; *Evaluation Methods; Higher Education; Listening Skills; *Speech Communication; *Student Evaluation
IDENTIFIERS- Alternative Assessment; Authentic Assessment; Oral Communication Across the Curriculum

This 42-item annotated bibliography provides information on some of the assessments currently available to assess communication

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College School Cooperation;
*Computer Networks; Constructivism (Learning); Cooperative
Programs; *Family School Relationship; Grade 5; Intermediate
Grades; Parenting Skills; Program Descriptions; Program
Effectiveness; *Rural Schools
IDENTIFIERS- Department of Education; *Virginia

The U.S. Department of Education is supporting a 3-year program involving Virginia Tech's computer department and a rural public elementary school. The project seeks to determine whether immersive access to networked computing by students and their families has measurable effects on long-term student achievement. A fifth-grade classroom was designed with a networked computer for every two students; the university is lending a computer for an extended time period to the family of each participating student. After training together, fifth-graders (randomly selected) work with parents on a child-centered curriculum that encourages reading, writing, exploration, collaboration, and critical analysis. Two control groups are used to assess long-term effects on student achievement. Preliminary findings suggest that the PCs for Families Program is well-regarded by both parents and children. Many children are strongly influenced by the program, and most experienced a renewed connection to learning. The technology has not built social capital, but helps families predisposed to active involvement. Researchers were unprepared for some families' weak parenting abilities and lack of competence. Next year, the program will stress family integration and parenting skills. Key program elements are discussed. (MLH)

ED 422 615 EA 029 257

Dunn, Mary Anna
Lessons from a Survivor: 25 Years of Open Education in a Public Alternative School.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Elementary Education;
*Institutional Survival; Mixed Age Grouping; *Nontraditional
Education; *Open Education; Program Effectiveness; *Progressive
Education; *Public Education; *School Choice; Student Motivation

Moore's Creek Open Elementary school, located in a quiet African-American neighborhood in a sun-belt city, has operated as a progressive school of choice since 1973, despite the low survival rate of public alternative schools. This study identifies forces that have affected curriculum and instruction at Moore's Creek over the past quarter century. A combination of opportunities, initiatives, and attitudes has contributed to the school's survival and success. Certain city characteristics created favorable conditions for establishing and fostering this open school, including a strong economy, commitment to education and school reform, and importation of new ideas. Moore's Creek has built positive, mutually supportive relationships with the community and has had numerous parent and faculty advocates. However, curriculum and instruction has been pulled toward the conventional by district and state pressures (standardized tests, end-of-year testing, and direct

Portland (Oregon) that uses relationship-based learning to teach life-skills development, preemployment training, peer-advocate groups, and other skills; and Meridian Academy near Boise, Idaho, a small alternative school that emphasizes the importance of each student and fosters a family-like atmosphere. Each profile features information on teaching strategies, the unique approach each school takes to meet the needs of its students, and other alternative school techniques. (RJM)

ED 422 635 EA 029 318

Pupil Transportation: Drug and Alcohol Testing Policies and Procedures.
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Bus Transportation; Compliance (Legal); *Drug Use Testing; Elementary Secondary Education; Methods; Personnel Policy; Public Policy; *State Legislation; *Student Transportation
IDENTIFIERS- *Utah

The purpose of this policy is to establish guidelines for alcohol and controlled substances testing that comply with the Omnibus Transportation Employee Testing Act of 1991 and to set forth the procedures for implementing this policy in the state of Utah. The text details an awareness program and specifies the general prohibitions and sanctions governing alcohol and drugs. It lists the general regulations regarding substance abuse, outlining the responsibilities of the school district program, the drug program coordinator, the site coordinator, the transmission of test results, the release of positive tests and negative tests, and the requirements for records maintenance and retention. Testing operations, covered in detail, include random testing, reasonable suspicion testing, preemployment testing, postaccident testing, and return-to-duty and followup testing. The duties of the medical review officer are likewise detailed. Sample letters and worksheets appear throughout the text. Appended are sample notices to applicants and employers of test results and other information. (RJM)

ED 422 636 EA 029 319

Improving Ohio's Education Management Information System (EMIS).
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Database Management Systems; *Educational Improvement; Educational Legislation; Elementary Secondary Education; *Information Management; Information Policy; *State Legislation
IDENTIFIERS- *Ohio

Due to legislative mandate, the Ohio Department of Education (ODE) was required to develop a system (the Education Management Information System) that would increase the amount of information available to state-level policy makers and the public. Some recommendations for improving the function of EMIS are offered in this report. The text provides an overview of EMIS's establishment and past efforts to reform the system. Detailed information, such as the EMIS data elements, reliance

Empowerment

This book discusses ways to involve students, employees, programs, and activities in school decisions. The book stresses the belief that decisions made by a group of stakeholders are more efficacious than are solitary decisions. Each of the eight chapters addresses a specific topic, and each ends with a summary and a list of exercises. Chapter 1 discusses strategies for team building and collaborative decision-making, whereas chapter 2 stresses the importance of schools' human-resource functions. Chapter 3 details the importance of community relations and features a variety of community-relations programs and activities. Chapter 4 describes the importance of instructional decisions and instructional evaluation. Chapter 5 lists a variety of financial decisions that have to be made by a school's decision makers and presents a case study to illustrate the process. A discussion of the importance of making effective political and policy decisions is taken up in chapter 6, which uses illustrative decisions to explain daily financial choices. Chapter 7 centers on crisis decision making and those decisions charged with high emotions or even danger. Finally, chapter 8 discusses the life of a decision maker and the importance of developing alternative decisions. (RJM)

ED 422 656 EA 029 343

Murphy, Madonna M.
Character Education in America's Blue Ribbon Schools: Best Practices for Meeting the Challenge.
PUB DATE- 98
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Case Studies; *Citizenship Education; Curriculum Development; Drug Education; Elementary Secondary Education; Humanistic Education; *Moral Development; Moral Values; Student Development; Values; *Values Education
IDENTIFIERS- *Blue Ribbon Schools

Although most schools use some type of character-education program, a select number do an exceptional job in fostering their students' development of character, values, and ethical judgment. An overview of how these schools achieve this excellence is offered here. The text assesses the programs used by the schools, and each chapter summarizes research findings, analyzes their validity, and then synthesizes the best ideas for possible implementation by school practitioners. The goal is to use the emerging theoretical research on character education programs to inform practices. Chapter 1 provides an introduction to character education, using a philosophic explanation of the terms used throughout the book, whereas chapter 2 features a brief historical background of character education. Chapter 3 presents the most common answers regarding these programs, and chapter 4 highlights some drug-education programs. Chapters 5, 6, and 7 focus on motivational, self-esteem, and guidance programs; teaching techniques that promote character development; and how discipline programs are used to promote character development. Chapter 8 explains citizenship programs in the Blue Ribbon Schools, and chapter 9 highlights the evaluation of character-development programs. Three appendices explain the Blue Ribbon Award program, list the Blue Ribbon Schools cited in the book, and provide further

Change; Elementary Secondary Education; Federal Legislation;
*Inclusive Schools; *Regular and Special Education
Relationship; *Teacher Collaboration
IDENTIFIERS- Individuals with Disabilities Education Act Amend

Designed for regular and special educators, this 40-minute video profiles inclusive schools from around the country that have successfully incorporated academic standards. It addresses many of the critical issues facing educators who are supporting students with disabilities in inclusive settings. Topics discussed include: (1) the consequences of higher standards; (2) the seven factors of successful inclusion; (3) the reauthorization of the Individuals with Disabilities Education Act and the implications for schools; and (4) the restructuring of our schools. The video stresses collaboration between regular and special education teachers and shows that all children benefit from good inclusive practices. (CR)

ED 422 676 EC 306 626

Kratochwill, Thomas R.; Johnston, Hugh; Racine, Caroline N.
The Development of the Obsessive-Compulsive Disorder School
Impact Scale: An Investigation Using the Accuracy-Reliability
Paradigm for Scale Validation.
SPONS. AGENCY- Office of Special Education and Rehabilitative
Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Behavior Disorders; Behavior Patterns; Behavior
Rating Scales; Elementary Secondary Education; *Emotional
Disturbances; *Psychometrics; *Test Construction; *Test
Reliability; *Test Validity
IDENTIFIERS- Expertise; *Obsessive Compulsive Behavior

This report describes the development of a rating scale and direct observation measure to monitor the treatment of Obsessive Compulsive Disorder (OCD) in the home or school setting. The study applied an accuracy-reliability paradigm to validate the newly created rating scale and observation measure. An incontrovertible index using a scripted performance captured on videotape was developed. Participants included 10 student actors, an adult actor (the teacher), six trained graduate student observers, and nine experts in the field of OCD. Major findings included: (1) OCD expert ratings and observations ranged from moderately accurate to accurate; (2) graduate student observers were fairly reliable using the direct observation system and rating scale; (3) moderate to moderately high correlations were found between observations and ratings; (4) the direct observation system demonstrated sensitivity to change in the expected direction for the four target behaviors; and (5) the rating scale demonstrated sensitivity to change when the experts completed it, but not when the graduate students used it. Individual chapters of the report provide an introduction, a literature review, methodology explanation, presentation of results, and a discussion. Appendices include letters, coding information, the training manual, and the raw data. (Contains 59 references.) (DB)

ED 422 677 EC 306 627

Schrag, Judy A.; Rosado, Cassandra

demographic factors is also addressed. Section 4, "Work-related Resources," describes benefits from federal programs assisting people with a work disability. An appendix provides information on the sources of the data, and limitations of each source. (Contains 31 references.) (CR)

ED 422 694 EC 306 656

Rycus, Judith S.; Hughes, Ronald C.
Developmental Disabilities and Child Welfare.
PUB DATE- 98
NOTE- 135p.; Excerpted from the "Field Guide to Child Welfare" (Judith S. Rycus and Ronald C. Hughes), a 1,100 page, 4-volume set, see ED 421 224.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; Attention Deficit Disorders; Autism; Cerebral Palsy; *Child Welfare; Children; Clinical Diagnosis; *Developmental Disabilities; Disability Identification; *Early Intervention; *Etiology; Family Needs; Infants; Intervention; Learning Disabilities; Mental Retardation; Prenatal Drug Exposure; *Social Work; Social Workers; Spina Bifida; *Symptoms (Individual Disorders); Toddlers; Young Children
IDENTIFIERS- Pervasive Developmental Disorders

This monograph addresses common misconceptions about developmental disabilities, describes the conditions that child welfare workers are most likely to see, provides examples of effective interventions, and stresses the importance of early intervention to promote healthy development. Specific chapters include: (1) "Understanding Developmental Disabilities," which discusses the definition of a developmental disability, factors that contribute to developmental disabilities, child abuse and neglect and developmental disabilities, and barriers to effective services; (2) "Myths and Misconceptions about Developmental Disabilities"; (3) "Cerebral Palsy," which addresses early indicators of cerebral palsy including abnormal muscle tone, abnormal patterns or delayed motor development, persistent reflexes, and treatment and prognosis; (4) "Epilepsy"; (5) "Mental Retardation"; (6) "Spina Bifida"; (7) "Autism and Other Pervasive Developmental Disorders"; (8) "Attention-Deficit/Hyperactivity Disorder and Learning Disabilities"; (9) "Prenatal Exposure to Alcohol and Other Drugs"; and (10) "Services for Children with Developmental Disabilities and Their Families," which discusses crisis intervention theory, the service needs of families of children with disabilities, the role of child welfare agencies, respite care, specialized foster or kinship care placement, adoption, special education, counseling and emotional support, advocacy, and parent-professional relationships. (Contains 54 references.) (CR)

ED 422 695 EC 306 657

Greene, Lawrence J.
Finding Help When Your Child Is Struggling in School.
PUB DATE- 98
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

regarding spelling, covers helping children find the correct spelling of a word, editing spelling in written work, and ways to learn new words. Section 5, regarding mathematics, offers suggestions on practicing number facts, getting math work done, problem solving, preparing for a math test, and using technology. Section 6 reviews the test process. Suggestions for preparing and taking tests include study tips, accommodations for test taking, test writing strategies, and utilizing test results. Section 7 is on projects and covers finding information, alternate ways to show learning, book reports, and technology. Seven appendices include useful forms and the correct order of strokes in letter formation. (Contains 25 references.) (DB)

ED 422 712 EF 005 082

Project Impact: Building a Disaster Resistant Community.
PUB DATE- 97
NOTE- 55p.; Contains color photographs that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Resources; Community Support; Coordination; Economic Impact; Educational Facilities; *Environmental Influences; Mass Media Role; Mass Media Use; *Risk Management; Safety; Weather
IDENTIFIERS- Community Needs; *Disaster Management; Disaster Planning; *Project IMPACT

There have been well over 200 Presidentially declared disasters in the United States in the past 5 years. No state has been spared. The costs associated with these events are staggering. Communities can take responsibility for alleviating the impact of natural disasters to ensure citizen safety, prevent damage to facilities, prevent delays of businesses, and to protect families and homes. This guidebook outlines four steps to take to help build a disaster resistant community: forming partnerships, assessing risk, prioritizing needs, and communicating with various organizations in the community. The guidebook provides a framework from which to work, ideas on how to approach building a disaster resistant community, and examples of what has worked in other communities. Mitigation measures for community growth and for improving code enforcement are highlighted. Five case studies are presented that illustrate success of business partnerships, mitigation measures, importance of risk assessment, protecting schools and the children and teachers in them, and the success of proper mitigation. (Includes 12 checklists with worksheets to be used as a guide for enlisting community partners, identifying risks and resources, mitigation measures, and event planning and media contacts. Contains the address and phone number for each of the 10 regional FEMA offices.) (AVC)

ED 422 713 FL 024 590

Fichera, Virginia M., Ed.; Straight, H. Stephen, Ed.
Using Languages Across the Curriculum: Diverse Disciplinary Perspectives. Translation Perspectives X.
PUB DATE- 97
NOTE- 173p.; Center for Research in Translation, State University of New York, P.O. Box 6000, Binghamton, New York 13902-6000

centre de l'apprentissage scolaire (With the Language Awareness Approaches, the Intercultural Is at the Center of School Learning).
PUB DATE- 98
NOTE- 12p.; In: Vous avez dit "immersion?" (You Said "Immersion?"); see FL 025 425.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; *FLES; Foreign Countries; *Intercultural Communication; Language Attitudes; *Language Role; *Metalinguistics; *Multicultural Education; Second Language Programs
IDENTIFIERS- *Switzerland

Language awareness activities appear to give new breath to intercultural approaches within Swiss schools. They allow children to be involved in language by comparing languages, sharing knowledge, and reflecting on language structures and functions. Children develop a rudimentary research approach to languages, and begin to understand that their language system is one among many. Language minority children, often from migrant communities, do not find their languages devalued, and "linguicentrism" declines. The classroom can become a true multilingual community where children speak about general linguistic questions and their own identities at the same time, and are more able to conceptually situate minority languages in majority contexts than they otherwise would. (Contains 14 references.) (MSE)

ED 422 733 FL 025 432

Gajo, Laurent; Matthey, Marinette
Denomination et categorisation des modeles d'enseignement des langues: entre institution et pratique (Denomination and Categorization of Language Teaching Models: Between Institution and Practice).
PUB DATE- 98
NOTE- 16p.; In: Vous avez dit "immersion?" (You Said "Immersion?"); see FL 025 425.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Elementary Secondary Education; Foreign Countries; Heritage Education; Language Role; Language Usage; *Organizational Communication; Program Descriptions; Program Design; *Second Language Programs; *Teacher Attitudes; *Vocabulary
IDENTIFIERS- Switzerland (Neuchatel)

The process and issues of labeling language program models is discussed insofar as it may affect the objectives, content, and method of instruction. The first section describes the origins, stated objectives, and implementation of a Neuchatel (Switzerland) school program integrating heritage language and culture into the school curriculum, noting the use of terminology to denote program design at various stages of planning and implementation. The second section reports on an interview session with the program teachers in which they attempt to name the program model by negotiation. It is concluded that labeling language program models is an important issue linking institutional discourse and pedagogical practice. (Author/MSE) awareness among students and families of the effect of academic preparation and sustained academic progress on educational costs and college success; to increase cooperation and coordination among schools and colleges to strengthen academic preparation; to expand opportunities available to high school students and nontraditional students to receive college credit; to reduce institutional barriers to timely degree completion; to expand opportunities available to students who can benefit from accelerated programs; to provide educational opportunities to all residents of the state, irrespective of their financial status; to make a wide range of educational opportunities available to residents of the state; to foster participation in and reduce barriers to higher education; to assist students and families in planning and saving to meet higher education costs; and to ensure that family decisions about tuition and fees are included in planning and budget development. Recommendations, implementation status, and planned initiatives for these policies are included. (MDM)

ED 422 755 HE 031 350

Education for the 21st Century: A Citizens' Agenda for Illinois Higher Education.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Access to Education; College School Cooperation; *Educational Improvement; *Educational Objectives; *Educational Policy; Equal Education; *Higher Education; Paying for College; Productivity; State Aid; State Boards of Education; *Statewide Planning; Student Costs
IDENTIFIERS- Affordability; *Illinois

This report discusses the development of a citizens' agenda for higher education in Illinois, presenting a set of initial goals and the reasoning behind them. It reviews the importance of higher education for a productive citizenry and the economic benefits of higher education. The report proposes eight goals that are designed to increase the educational attainment of Illinois citizens; extend access to higher education; assure that college is affordable; enhance access and success for members of underrepresented groups; improve the quality of education; enhance responsiveness to students, employers, communities, and the state; strengthen school-college partnerships; and improve productivity. It then discusses the implementation of the citizens' agenda, focusing on the need for the state to renew it's commitment to higher education. It notes that surveys of the general population, opinion leaders, university seniors, and employers will be used to inform the agenda. (MDM)

ED 422 756 HE 031 351

Refocusing Higher Education Budget Development.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Budgeting; Budgets; *Educational Policy; *Higher Education; State Boards of Education; State

Mount St. Mary's College. Policy Perspectives. Exemplars.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 98
NOTE- 9p.; For other "exemplars", see HE 031 504-505. Published in conjunction with "Policy Perspectives."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Students; Community Colleges; Community Involvement; *Compensatory Education; *Educationally Disadvantaged; High Risk Students; Higher Education; Leadership; Mentors; Minority Groups; Multicultural Education; *Nontraditional Students; *Outreach Programs; Persistence; Private Colleges; Relevance (Education); Remedial Programs; *School Community Programs; Service Learning; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *Mount Saint Marys College CA

This report describes the efforts of Mount St. Mary's College (California) to extend the benefits of a strong, traditional baccalaureate program to an underserved population of women in an urban region, including substantial numbers of minority and first-generation college students. To help realize its service mission and increase access to students from the college's inner-city community, the college opened its Doheny Campus in South Central Los Angeles in 1962. As increasing numbers of women from inner-city schools began arriving underprepared for college-level work, the college established the Alternative Access program in 1984 to help Doheny students achieve high educational standards and persist to graduation. The hallmarks of the college's other educational innovations--multicultural multicultural education, service learning, leadership, and assessment--have their foundations in the college's "whole student" approach. Further, the college's programs are not limited to learning support; through applied service learning activities and co-curricular experiences, students are not only given an opportunity to relate theory with practice but also to make contributions to their own communities. The most tangible reason for student success, however, is the faculty's commitment to their students--to teaching, learning, and continual inquiry and improvement. Mount St. Mary's College stresses, up front, the roles of teachers and mentor to current and prospective faculty. Institutional statistics and a list of milestones on the school's path to reform are included. (MAB)

ED 422 775 HE 031 504

Iannozzi, Maria
Eastern New Mexico University. Policy Perspectives. Exemplars.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 98
NOTE- 9p.; For other "exemplars", see HE 031 503 and HE 031 505. Published in conjunction with "Policy Perspectives."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Computer Mediated Communication; *Computer Uses In Education; Curriculum Development; Distance Education; Graduate Study; Higher Education; Institutional Mission; Internet; Multicampus Colleges; Multimedia Instruction; Organizational Change;

Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Students; *Delay of Gratification; Goal Orientation; Higher Education; Questionnaires; Self Control; Self Management; *Student Educational Objectives; *Student Motivation
IDENTIFIERS- *Academic Delay of Gratification Scale; *Choice Behavior; Motivated Strategies for Learning Questionnaire

This study examined the relationship between academic delay of gratification (ADOG) and college students' use of action control. College students (n=113) at a large midwestern university completed the academic delay of gratification scale developed by the authors and the motivated strategies for learning questionnaire, which included an adaptation of the behavioral component of Kuhl's action control scale which assesses an individual's tendencies to control his/her actions in order to meet goals. The study found a significant correlation between the ADOG scale and the action control scale, supporting the view that delay of gratification can be considered a volitional strategy, which along with other self-regulating strategies is important for successful academic performance. Both ADOG and action control were significantly correlated to students' motivational tendencies and use of cognitive, metacognitive, and other self-regulatory strategies. The ADOG scale is appended. (Contains 16 references.) (DB)

ED 422 794 HE 031 527

Bembenutty, Hefer; Karabenick, Stuart A.
Individual Differences in Academic Delay of Gratification.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, February 1998). For related papers, see HE 031 525-526.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Delay of Gratification; Goal Orientation; Higher Education; *Individual Differences; Learning Motivation; Questionnaires; Student Educational Objectives; Time Factors (Learning)
IDENTIFIERS- *Academic Delay of Gratification Scale; *Choice Behavior; Motivated Strategies for Learning Questionnaire

This study examined the relationship between college students' preference for an immediately available option (e.g., go to a favorite concert the day before a test) or a delayed alternative (e.g., stay at home to study for the test). Analysis focused on how much a student would like to engage in a specific activity, the importance of the activity to him/her, and the student's academic expectations given a choice for each activity. Undergraduate college students (n=113) completed the academic delay of gratification (ADOG) scale, in which students choose between an attractive, immediately available option versus a delayed alternative likely to produce better academic achievement. Students also completed the motivated strategies for learning questionnaire, which assesses students' motivational tendencies, cognitive strategies, and self-regulatory learning strategies. Analysis found that delay of gratification was a direct function of the differences between liking for, value of, and expectancy of academic success given the option of an immediate pleasurable activity. Motivation for learning and use of learning strategies were also functions of these differences. Results support the view that academic delay needed improvement. An excerpt from a report on performance-based funding by Brenda Norman Albright focusing on strategies for using performance measures and outlining key principles is appended. (CH)

ED 422 812   HE 031 570

Danielson, Cherry
Is Satisfying College Students the Same as Decreasing Their Dissatisfaction? AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Students; *Critical Incidents Method; Higher Education; Institutional Characteristics; Interaction; *Participant Satisfaction; *Persistence; *Satisfaction; School Involvement; Student Alienation; *Student Attitudes; Student College Relationship
IDENTIFIERS- *AIR Forum; Herzberg (Frederick)

This pilot study sought to investigate the possibility that college student satisfaction and dissatisfaction were not opposites and to provide a framework for considering the relationships between satisfaction, dissatisfaction, and motivation. The guiding model for the study was Herzberg's two-factor theory of organizational psychology. Conducted at a research institute in the Midwest, and using critical incidents methodology, the study asked participants to reflect on their college experiences, choose specific circumstances that gave them satisfaction or dissatisfaction, and then describe the situation in a way that made it clear what was satisfying or unsatisfying. The sample population consisted of 30 students enrolled in an introduction to psychology class in the spring of 1998. The results suggest that when students expressed satisfaction with their college experiences, these situations seemed to be centered around involvement and contact with people. When students expressed dissatisfaction, the situations involved their perceptions of unfair treatment and difficulties in maneuvering through bureaucratic academic and university systems. The paper suggests that these data can increase awareness of institutions of the relationship between motivation, satisfaction, and persistence. (Contains 18 references.) (CH)

ED 422 813   HE 031 571

Toutkoushian, Robert K.
The Value of Cost Functions for Policymaking and Institutional Research. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998). An earlier version of the paper was presented at the Annual Meeting of the Northeast Association for Institutional Research (Hartford, CT, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Costs; Educational Administration;

*Distance Education; External Degree Programs; Higher Education; Independent Study; *Institutional Evaluation; *Internet; Learning Experience; Masters Degrees; Nontraditional Education; Open Education; student Centered Curriculum; Summative Evaluation; *Technology; *World Wide Web
IDENTIFIERS- *AIR Forum; North Central Association of Colleges and Schools; Virtual Classrooms

International University (IU) is an independent, nonprofit, "virtual" institution that offers baccalaureate and master's degrees in business communication via classes conducted entirely on the World Wide Web and Internet. Courses are developed by experts in the field of business communications; IU then compiles the necessary study guides, reading packets, interactive computer software, Web sites, and videos. In 1996, in preparation for the accreditation process by the North Central Association of Colleges and Schools, IU contracted with the Flashlight Project for the design of a comprehensive institutional evaluation plan which focused on four issues: academic content, academic resources, retention, and technological opportunities and challenges. This paper examines how the virtual environment affected the evaluation design and process, and what the evaluation revealed about IU's ability to reach its learning goals of fostering collaboration, encouraging student-centered learning, and enabling productive interaction between students and faculty and among students. The paper discusses how a virtual university is evaluated; the IU student experience; and goals for student interaction with faculty and other students, for student professional enrichment, and for student team work. The paper concludes that the evaluation has been successful (accreditation was granted in 1997), and also led to a process of continual quality improvement. (CH)

ED 422 830 HE 031 588

Smith, Kris M.; McCann, Claudia W.
The Validity of Students' Self-Reported Family Incomes. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Comparative Analysis; Educational Finance; Family Financial Resources; *Family Income; Higher Education; Parent Financial Contribution; Paying for College; State Universities; Student Behavior; Student Financial Aid; Student Surveys
IDENTIFIERS- *AIR Forum

This study examines how accurately first-year undergraduate students at a public university self-report family income. A comparison of student-reported income to financial aid records found that less than 40 percent of students in three incoming classes of first-year undergraduates (1995, 1996, 1997) accurately reported family income on an entering student survey. Three sources of data were used for the study: first-year student self-reported survey data; institutional student data records; and institutional financial aid files. Other measures included race and predicted grade point average. The results show a significant negative correlation between self-reported and actual earnings, with students in the lower income

August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Measurement; *Cognitive Style; *Computer Assisted Testing; Computer Networks; Computer Software Development; Continuing Education; Course Evaluation; *Distance Education; Educational Assessment; Evaluation Methods; Individual Differences; Instructional Effectiveness; Likert Scales; Locus of Control; *Measures (Individuals); *Participant Satisfaction; Pilot Projects; Postsecondary Education; Questionnaires; Self Efficacy; Student Attitudes; Student Surveys; Teaching Styles
IDENTIFIERS- *Learning Style Inventory (Kolb); Rensselaer Polytechnic Institute NY; Virtual Classrooms

This paper focuses on the Interactive and Distance Education Assessment (IDEA) laboratory, an assessment system developed by psychology students and faculty at Rensselaer Polytechnic Institute (New York) that incorporated learning styles, teaching styles, and other measures of individual difference into the evaluation of interactive and distance learning. Learning styles and their relevance to research on distance education are discussed, and the following five individual difference measures are described: self-efficacy; positive affect; locus of control; the Learning Style Inventory (LSI); and the Work Preference Inventory. Development of two versions of the IDEA system (i.e., a World Wide Web version and an Intranet version created in LotusNotes) is summarized. Preliminary results of a pilot study that incorporated learning style measures with the technology developed to deliver evaluation instruments are presented; satisfaction surveys and the LSI were delivered via the IDEA system to employees of an international company who participated in a distance education course on accounting and managerial finance topics. A copy of the satisfaction survey is included. (Contains 11 references.) (DLS)

ED 422 848 IR 018 989

Chyung, Yonnie; Winiecki, Donald J.; Fenner, Jo Ann
A Case Study: Increase Enrollment by Reducing Dropout Rates in Adult Distance Education.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Adult Dropouts; Adult Education; Adult Students; Case Studies; Curriculum Development; *Distance Education; *Dropout Prevention; Educational Technology; Higher Education; *Instructional Design; Instructional Effectiveness; Interviews; *Introductory Courses; Masters Programs; Participant Satisfaction; School Holding Power; Self Efficacy; *Student Attitudes; Student Motivation; Teaching Methods
IDENTIFIERS- Boise State University ID; *Learning Environments; Student Satisfaction

The Instructional and Performance Technology Department at Boise

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Computer Assisted Instruction; Courseware; Delivery Systems; *Distance Education; Foreign Countries; Higher Education; Hypermedia; Instructional Design; *Multimedia Instruction; Multimedia Materials; Student Attitudes; Student Surveys; World Wide Web
IDENTIFIERS- *Technology Integration; University of Southern Queensland (Australia); Virtual Classrooms

Many hundreds of hours have gone into the preparation of the multimedia system for the University of Southern Queensland (USQ) unit, Introduction to Management Science. This multimedia system is placed at the heart of a total technology approach to teaching (TTAT) which interlinks various technologies in delivering unit material to both internal and distance education students. The system won the USQ Inaugural Award for Excellence in the Design and Delivery of Teaching Materials for the author in 1997. The results of a survey conducted during the course indicated that students were very enthusiastic about the new multimedia package. This paper contains the an introduction to the project; a discussion of the educational philosophy used in developing the multimedia system; a description of special features of the system; an overview of TATT; a discussion of student survey responses, including two charts illustrating student ratings of user-friendliness and navigational features; and conclusions. (Author/DLS)

ED 422 868 IR 019 009

Pisanty, Alejandro
Mexico's National Educational Videoconferencing Network.
PUB DATE- 98
NOTE- 13p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer Uses in Education; *Cooperative Programs; Costs; *Decision Making; Delivery Systems; *Distance Education; Educational Administration; Elementary Secondary Education; Error Correction; Foreign Countries; Higher Education; *Information Networks; Interaction; Models; National Programs; Novelty (Stimulus Dimension); Teaching Methods; Technological Advancement; *Teleconferencing
IDENTIFIERS- Access to Technology; *Mexico; National Autonomous University of Mexico; Speed; Technology Integration; *Video Teleconferencing; Virtual Classrooms

This paper begins with background on the National University of Mexico (UNAM) and its networks. Other distance education projects in Mexico are described, including projects of the Instituto Politecnico Nacional (IPN), the National Distance Education Program operated by the Secretary of Education, and the Instituto Tecnologico y de Estudios Superiores de Monterrey. The National Educational Videoconference Network--formed by uniting the UNAM and IPN networks and operating them cooperatively--is discussed. The decision-making process which gave birth to the videoconferencing system in Mexico is analyzed within the framework of the ACTIONS approach. Each of the ACTIONS factors (i.e., Access, Cost structure, Teaching and learning, Interactivity, Organization, Novelty, Speed) is considered according to the actual or projected needs and

Participation; *World Wide Web
IDENTIFIERS- Collaborative Learning; *Course Development; *Learning Environments; University of Wisconsin Madison; Virtual Classrooms

The University of Wisconsin Learning Innovations Center's instructional design model for World Wide Web delivered courses incorporates a range of collaborative discussions and interactive experiences for the learner. In addition, these courses capitalize on the multimedia learning environment that the web offers to accommodate many kinds of learning styles. This paper provides an overview that highlights the translation of the model into specific online learning activities in the development of a 15-week professional nursing course. Weekly learning activities to enhance student motivation and perception were structured along the following guidelines: (1) build up user confidence with technology; (2) build in the instructor's presence and personality; (3) provide a clear set of learning activities; (4) build on personal and professional experiences of participants; (5) relate content to real situations using case studies and simulation; and (6) build in collaboration and facilitated team projects. Application of these guidelines is discussed. The paper also addresses evaluating the results of the application of the design guidelines by assessing educational effectiveness at the student and instructor levels. (DLS)

ED 422 886 IR 019 027

Winiecki, Donald J.; Chyung, Yonnie
Keeping the Thread: Helping Distance Students and Instructors Keep Track of Asynchronous Discussions.
PUB DATE- 98
NOTE- 10p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; *Computer Mediated Communication; Computer Uses in Education; Cooperative Learning; *Distance Education; *Group Discussion; Interaction; Teleconferencing; *Verbal Communication
IDENTIFIERS- *Asynchronous Learning Networks; Collaborative Learning; *Conversation; Face to Face Communication; Interactive Communication; Learning Environments; Virtual Classrooms

Successful learning in a discursive interaction demands that participants be able to follow the interaction from its beginning to its end; instruction on Asynchronous Learning Networks (ALNs) poses challenges because, unlike in face-to-face interaction, not all messages are serial. This paper offers strategies and techniques to help ALN teachers and students keep the thread of a prolonged, asynchronous discussion. Ways in which face-to-face conversational practice works to ensure the shared understanding of all the interactions are described, including turn taking, repair, overlap, and formulations. How asynchronous interactions may violate these practices and inhibit the construction of shared understanding is then addressed, including the loss of conversational practice in turn taking and overlap, turn taking and indexical repairs, and turn taking and formulations. The

Kelly, Melody Specht
Uncle Sam's Net of Knowledge for Schools.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Government Publications; Indexes; Information Retrieval; *Information Services; *Information Sources; *Internet; Nonprint Media; Online Catalogs; Online Searching; Optical Data Disks; Printed Materials
IDENTIFIERS- ERIC; Government Printing Office; National Technical Information Service

This book is a comprehensive guide to help school librarians and teachers find and make the best use of government information the new electronic environment. The first chapter "Internet Basics and Federal Information on the Web: An Introduction" shows how to get started by discussing Internet basics, document formats commonly used by federal agencies, and the basics of using the Government Information Locator Service (GILS). Chapter Two "The Government Printing Office and Federal Clearinghouses on the Net" shows how to use the catalogs, indexes, and navigational services provided by the Government Printing Office (GPO), the Educational Resources Information Center (ERIC), and the National Technical Information Service (NTIS). The next three chapters "Recommended Federal Periodicals on the Net and in Print for Elementary to High School," "Recommended Federal Reference Resources in Print, on CD-ROM, and on the Net, for Elementary to High School," and "Recommended Federal Internet Resources to Support the School Curriculum" recommend specific print, CD-ROM, and Internet federal agency resources to support the K-12 curriculum. Three appendices list the Web addresses for the Federal Depository Library Program Gateway Libraries, Federal Depository Library Home Pages, and Web sites sponsored by other agencies that make finding federal agency Internet sites easier. A fourth appendix is a review of the literature on pilot projects to connect schools to the Internet. Contains indexes. (AEF)

ED 422 905 IR 019 103

Steele, Shirley A.
Meeting the Technology Challenge: Building New Learning Communities.
PUB DATE- 98
NOTE- 36p.; Printed in colored ink on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; Educational Change; *Educational Objectives; Educational Technology; *Federal Aid; Federal Programs; *Grants; Information Networks; *Instructional Innovation; *Partnerships in Education; School Districts; Student Needs; Teacher Education
IDENTIFIERS- *Technology Integration

To meet the nation's need for a well-educated workforce in the 21st century, President Clinton and Vice President Gore have challenged the nation's educators and high technology industry

Learning Techniques" (Barbara A. White, Cathy Bridwell). (MN)

ED 422 470 CE 076 980

Kirsch, Jean-Louis; Manning, Sabine
Comparisons of Vocational Education and Training Systems: Results of the Intequal Project.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Comparative Analysis; Education Work Relationship; Educational Change; *Educational Practices; Feasibility Studies; Foreign Countries; *Innovation; *Integrated Curriculum; International Educational Exchange; Postsecondary Education; Program Improvement; Secondary Education; Systems Approach; *Vocational Education
IDENTIFIERS- *Europe

The Intequal project examined approaches to vocational education and training (VET) in seven European countries. Intequal is an acronym for the French phrase "integrer les qualifications." The study focused on the following: functioning of integrated qualifications in the context of the educational system and the social and economic framework of the countries in question; educational issues implied in the schemes of integrated qualification in relation to the learning process, validation of competencies, and individual guidance; and transfer of qualitative innovation into mainstream VET and across national systems through pilot projects under the Leonardo program. Three types of recent transformations of VET were identified: schemes related to integrated systems of general and vocational qualification that fall under overall legislation on education; schemes operating within a more diversified system of courses and institutions under the authority of various educational and professional bodies; and schemes based on the dual system of vocational education and qualifying for the vocational stream of higher education. It was concluded that, although the prospect of transferable solutions adopted from one country to another does not appear to make sense at present, three forms of mutual enrichment are worth considering: exploring the possibility of modeling, identifying common questions, and taking into account the phase of application where innovation occurs. (MN)

ED 422 471 CE 076 982

Merritt, Donna; Bailey, Thomas R.
The Standards-Setting Process in Accounting: Lessons for Education and Workplace Reform.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; *Business Administration Education; Educational Certificates; Higher Education; *Job Skills; Professional Development; *Standards; *Student Certification

This report presents the experiences and outcomes of accounting standards-setters who have, in many cases, been successful in that include some or all of the following: time required; duty; task; objective(s); instructional materials list; references; student preparation; introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed for each task box on the competency profile. The student laboratory manual contains a DACUM chart and learning modules. Each module in the student manual includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (MN)

ED 422 487   CE 077 010

Industrial Maintenance Series. Educational Resources for the Machine Tool Industry. Course Syllabi, Instructor's Handbook, and Student Laboratory Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 1425p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.
LANGUAGE- English
EDRS Price- MF11/PC57 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Course Descriptions; Curriculum Design; Curriculum Guides; Educational Certificates; *Equipment Maintenance; *Industry; Instructional Materials; Job Skills; Job Training; Learning Activities; Learning Modules; *Machine Repairers; *Machine Tool Operators; Machine Tools; Postsecondary Education; Student Certification; Student Evaluation; Teaching Methods; *Technical Education
IDENTIFIERS- DACUM Process

This package consists of course syllabi, an instructor's handbook, and a student laboratory manual for a 1-year vocational training program to prepare students for entry-level employment as industrial maintenance technicians. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with 19 duties (and supporting technical workplace competencies): practice safety; apply mathematical concepts; interpret engineering drawings and control documents; use measuring tools; use hand tools; operate machine tools; perform welding operations; maintain/troubleshoot equipment and systems; repair power transmission systems; fabricate/install sheet metal parts; piping operations; basic rigging; bearing maintenance; use computers; align shafts; install/align machines; maintain electrical devices; basic mechanical concepts; and fasteners and preloading. The first volume contains the justification, documentation, and course syllabi for the courses. Each syllabus contains the following: course description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The stress. Each chapter concludes with lists of key points and recommended reading. (Contains 151 references, activities for each chapter, and an index.) (YLB)

ED 422 501 CE 077 029

From High School to Work: 150 Great Tech Prep Careers.
PUB DATE- 98
NOTE- 634p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Ladders; *Careers; *Education Work Relationship; Educational Needs; Employment Practices; Employment Projections; Employment Qualifications; High School Graduates; High Schools; Noncollege Bound Students; *Occupational Information; Postsecondary Education; Salaries; *Tech Prep; *Technical Occupations

This book presents information on 150 careers in a wide variety of fields that fall under the broad category of tech prep. Each four- to five-page profile contains the following: definition of the occupation, the nature of the work, requirements for educational and work experiences needed to enter and advance, opportunities for experience and exploration, employment outlook, earnings, conditions of work, sources of additional information, school subjects needed, appropriate personal interests, work environment, minimum education level, salary range, certification or licensing requirements, outlook, and national occupational directory codes. Among the careers profiled are the following: aerobics instructor, aircraft mechanic, animal caretaker, barber, bicycle mechanic, carpenter, caterer, dental assistant, electrologist, forestry technician, home care aide, interior designer and decorator, jeweler, laser technician, locksmith, medical assistant, paralegal, pet groomer, pharmacy technician, police officer, retail manager, roofer, teacher aide, and zookeeper. (KC)

ED 422 502 CE 077 030

Storey, John; Edwards, Paul; Sisson, Keith
Managers in the Making: Careers, Development and Control in Corporate Britain and Japan.
PUB DATE- 97
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Administrators; *Career Development; *Career Planning; Comparative Analysis; Corporations; Educational Research; Employment Experience; Foreign Countries; Inservice Education; Labor Force Development; Leadership Training; *Management Development; Supervisory Training
IDENTIFIERS- *Great Britain; *Japan

This book presents an analysis of the processes by which managers are made in Britain and Japan. It provides a detailed comparative study of the careers, training, developmental experience, and job demands of managers in eight companies in four sectors: engineering, banking, retail, and communications. Data are from the following sources: interviews with designers of the systems that detail firms' histories and policies and

Current Issues and New Agendas in Workplace Learning.
PUB DATE- 98
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Learning; *Corporate Education; Cost Effectiveness; *Education Work Relationship; Educational Benefits; Educational Policy; Educational Practices; Educational Research; Educational Trends; Equal Education; Evaluation Methods; Foreign Countries; *Industrial Training; *Learning Processes; Literature Reviews; Management Development; Program Costs; State of the Art Reviews; Student Evaluation; Theory Practice Relationship; Training Objectives; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia

This book contains nine papers on current issues and new agendas in workplace learning in Australia. The first paper, "A New Focus on Workplace Learning Research" (David Boud), examines the rise of interest in and conceptions of workplace learning. The next three papers focus on different conceptions of workplace learning: "Fusing Learning and Work: Changing Conceptions of Workplace Learning" (Philip Candy, Judy Matthews); "Understanding Workplace Learning: General Perspectives" (Paul Hager); and "Understanding Workplace Learning: Cognitive and Sociocultural Perspectives" (Stephen Billett). The next four papers examine key issues in workplace learning: "Management Learning: Research Survey" (David Beckett); "Equity and Workplace Learning: Emerging Discourses and Conditions of Possibility" (Elaine Butler); "The Assessment of Learning" (Russell Docking); and "The Costs and Benefits of Training and Assessment" (Rod McDonald). The final paper, "More Strategic, More Critical, More Evaluative: Perspectives on Research into Workplace Learning and Assessment" (David Boud, John Freeland, Geof Hawke, Rod McDonald), discusses the policy and practice implications of research on workplace learning. Appended is information on how the book was developed and how the papers were commissioned. (MN)

ED 422 520 CE 077 069

Smith, Chris Selby; Hawke, Geof; McDonald, Rod; Smith, Joy Selby
The Impact of Research on VET Decision Making.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Conferences; *Decision Making; *Educational Policy; *Educational Research; Foreign Countries; Influences; Job Training; Literature Reviews; *Policy Formation; Postsecondary Education; *Research Utilization; Secondary Education; Theory Practice Relationship; *Vocational Education
IDENTIFIERS- *Australia; Impact Studies

A project was conducted to examine the impact of vocational education and training (VET) research on decision making in VET in Australia. Data were collected from the following: a literature review; a symposium attended by state-, territory-, and national-level VET policymakers and planners and VET providers; semistructured telephone interviews with 50 VET decision makers on their use of VET research; nine case studies; and development of a background paper on overseas

ED 422 538 CG 028 607

Reinhardt, Brian
Extended Sessions in Ongoing Process Groups at University Counseling Centers.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Counseling Techniques; *Group Counseling; Group Therapy; Higher Education

Common in the 1960s, marathon groups are now rarely used. With the emerging effects of managed care, short-term brief focused therapies have become the therapeutic norm, and group counseling has become popular because of its low cost and therapeutic effectiveness. Most groups at university counseling centers run for one semester. A strategically scheduled marathon or extended group session during the ongoing group may help clients to integrate and apply what they have learned, perhaps preventing further need for ongoing therapy support. The marathon can also provide benefits to group cohesion, group processing, and the effective interaction of members. Techniques for holding extended group sessions within the structure of ongoing group counseling are described. The preparation of the group, integration of the extended session into the group structure, structure of the session, possible exercises, and postevent processing are described. Marathon sessions are compared to ongoing group sessions and shorter, but extended, group sessions. The advantages and disadvantages of using this intervention are discussed, and group effects are explored. Future research is suggested. Appendices include examples of marathon schedule, family role play exercise, imagery and family portrait exercise and group sculpting. (Contains 12 references.) (EMK)

ED 422 539 CG 028 609

McLeod, John
Rethinking Drinking: You're in Control. An Alcohol Education Program for Secondary Students. Reflections on the Development, Implementation and Strengths of the Program. Working Paper 16.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Education; *Drinking; Foreign Countries; Program Effectiveness; Secondary Education; *Secondary School Students
IDENTIFIERS- Australia

Preliminary research investigating alcohol education throughout Australia was translated into a set of curriculum materials. A critical analysis of the process that was used to develop the materials and the program as a whole is presented; the stages of implementation of the program are described. The nature of the curriculum model and its strengths and weaknesses in between consistent and inconsistent users of condoms, findings are summarized in nine brief statements. The next steps in this research program are presented. (Author/EMK)

ED 422 558   CG 028 670

Jordan, Elaine W.; Quattromani, Libby
Collaboration among Educational Stakeholders: Portfolios for American-Indian Students.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Bilingual Students; Children; Culturally Relevant Education; *Culture Fair Tests; Educational Counseling; *Educational Diagnosis; Elementary Secondary Education; *Navajo (Nation); *Portfolio Assessment; Reservation American Indians; Standardized Tests; Student Centered Curriculum; Student Evaluation; Test Bias; Testing

Alternative resources, which differentiate language differences from language disorders among bilingual children, are needed for assessment of culturally and linguistically diverse students. Standardized testing is especially troublesome when there are few testing substitutes and no translations in their language, which may incorrectly identify the students as having a disability. An ongoing investigation of culturally relevant assessment for bilingual American Indian children on the Navajo Reservation evolved into a collaborative model of student centered learning. This model provides a comprehensive, authentic, assessment process using multiple data resources. Data sources include, but are not limited to, the student, parents, teachers, counselors, school psychologists, and administrators. This educational community includes primary and secondary stakeholders in the physical, affective, cognitive, and communicative development of the student. In this model all educational stakeholders, including students, are trusted to provide culturally and linguistically relevant information in support of the assessment process. Portfolio assessment provides a more equitable analysis of the student's abilities and performance over time and in a variety of settings rather than traditional reliance on decontextualized data. "An interactive Model for American-Indian Educational Communities" is presented schematically, and "Recommendations for Portfolio Assessment Team Procedures" are included. (Contains 13 references.) (EMK)

ED 422 559   CS 013 262

Smith, Christine; Tracy, Esther; Weber, Lynne
Motivating Independent Reading: The Route to a Lifetime of Education.
PUB DATE- 98
NOTE- 102p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Classroom Techniques; Elementary Education; Individualized Reading; Multiple Intelligences;

Over a 12-year teaching career--7 years on the college level--an instructor has found that his healthy identity as a gay male informs his performance in the contact zone of the classroom in ways that may be different than that of heterosexual teachers. It appears that gay male composition teachers who are less closeted view their sexual orientation as having more positive influences upon their teaching practices. A study by Pat Griffin found that both gay and lesbian teachers rely on one of four "identity management strategies" that vary according to the individual teacher's willingness to disclose information about sexual orientation: "passing," "covering," "implicitly out," and "explicitly out." One teacher who operates at the "covering" level of identity management admits that he exerts extra energy avoiding full disclosure; he does not think his praxis is noticeably affected. For teachers who are "out" in other aspects of their lives, covering strategies often act as restraining orders, keeping educators from exploring other pedagogical practices and influencing the assignments they choose. Teachers who are implicitly or explicitly out support the idea that eliminating the worry about sexual orientation frees them to focus on praxis in ways that may have been off-limits when they were teaching from the closet or "covering." (CR)

ED 422 578   CS 216 468

Kaplan, Robert B.
Why Teach the World English?
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *English; Foreign Countries; Foreign Students; Futures (of Society); Higher Education; *Language Role; Language Standardization; *Language Usage; Technological Advancement
IDENTIFIERS- *English as an International Language; Global Issues; Historical Background; Message Transmission; *World English

This paper contends that the World War II settlements, the birth of the United Nations, the invention of the computer, and the geometric growth of science and technology, all occurring accidentally at the same time, created the conditions which made English an important language. The paper notes the financial incentives in servicing international students studying English, both in English-speaking countries and in other countries, including producing materials such as grammars, dictionaries, audio tapes, computer disk programs, etc. The paper next offers historical background about the contraction of the British Empire. It discusses the special status of English in the European Union and in science and technology, pointing out that because of the broad, global distribution of English, and because it has been taught in many places, English is no longer the sole property of English speakers; different varieties of native English now exist. According to the paper, a "standard" language constitutes a purely ideological construct. The paper states that language planning efforts, including global dissemination of English, competence. In addition to actual assessment instruments, the bibliography also includes related articles that discuss the oral communication skills that should be assessed, while other articles provide research results on oral communication. Items in the bibliography were published between 1983 and 1998. (RS)

ED 422 596 CS 509 892

Pavlich, Peggy
The Stewardship of Public Trust: Are Professional Communicators up to the Moral Challenge of Public Problem-Solving?
PUB DATE- 98
NOTE- 19p.; Paper presented at the National Communication Association/International Communication Association Conference (Rome, Italy, July 15-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; Ethics; Higher Education; *Mass Media Effects; *News Media; *Problem Solving; *Social Responsibility
IDENTIFIERS- Professional Communication; *Public Discourse; *Public Interest; Stewardship

With the assumption that the preservation of free speech and democracy is paramount to social, political, and environmental adaptation, the question arises: to whom falls the stewardship of honest and fair public discourse for problem solving? If the average United States citizen is, at best skeptical of the news media, and, at worst, turned off entirely to what has been the default mechanism of social self study and an occasional forum for thoughtful debate, then who will engage the interests of the public in productive exchange? This paper proposes that, as a result of the news media's self-inflicted credibility crisis and other conditions, the time has come for non-news media communicators (including professional communicators and "lay" communicators) to assert themselves as credible sources of the truth and to be recognized by the public as responsible fiduciaries of the public trust. Serious questions arise from this statement, including whether professional communicators are willing to embrace this responsibility and whether their skills and ethical abilities are up to the task. There are also questions about the institutions of higher learning who train them. If the future holds greater ethical demands for professional communicators, then what are the ramifications for the organizations that they represent? Are organizations and communication practitioners ready to embrace realities of symmetrical communication? (Contains 50 references.) (Author/NKA)

ED 422 597 CS 509 893

Bello, Richard
Determinants of Equivocation: The Influence of Situational Formality, Interaction Phase, and Ambiguity Tolerance.
PUB DATE- 95
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ambiguity; Analysis of Variance; College Students;

instruction), staff-related pressures (lack of exposure to student-centered education, philosophical incompatibilities, faculty overload, and school size), and an increase in the number of students experiencing difficulty with self-directed learning. Faculty have initiated measures to mitigate these effects. (Contains 24 references.) (MLH)

ED 422 616 EA 029 258

Beaudin, Barbara Q.
Teacher Interdistrict Migration: A Comparison of Teacher, Position, and District Characteristics for the 1992 and 1997 Cohorts.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Elementary Secondary Education; Enrollment Trends; *Faculty Mobility; *Institutional Characteristics; Librarians; *Professional Personnel; Reading Consultants; *Salary Wage Differentials; *School Districts; School Psychologists; Social Workers; *Teacher Supply and Demand
IDENTIFIERS- *Connecticut

Using data from two cohorts of public school educators, this paper examines the interdistrict migration within Connecticut of public school classroom teachers, support staff (librarian/media specialists, counselors, school psychologists, social workers, and reading specialists), and administrators. The purpose is to identify characteristics of educators who change districts and migration-related factors affecting the quality of district-level school staffs. For fall 1992 and 1997, the paper examines the magnitude of migrating teachers, compares characteristics and salaries of both migrants and nonmigrants, and compares patterns of movement between advantaged and disadvantaged districts in the state. In both years, Connecticut districts filled about 20 percent of their professional vacancies with "migrants" from another Connecticut district. Migrants were younger and less experienced and had lower average salaries that nonmigrating colleagues, but received larger salary and percentage increases. Educators making vertical moves into support and administrative positions accounted for only 8 percent of migrant pools. In 1997, disadvantaged districts lost more migrating educators than did advantaged districts. (Contains 30 references.) (MLH)

ED 422 617 EA 029 274

Dalton, Maxine A.
Becoming a More Versatile Learner. An Ideas into Action Guidebook.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Behavior; *Administrator Effectiveness; Cognitive Style; *Experiential Learning; Job Skills; Leadership Training; *Learning Strategies; Management

on a computer network, funding history, and the process of submitting EMIS data, is offered. Concerns that emerged from a study of the system centered around the low priority afforded EMIS by the ODE, the inadequacy of the system, a lack of communication, and the cool interest in EMIS at the district level. Some of the recommendations for improving EMIS include heightening the accuracy of its data, clarifying expectations for EMIS, using more individual student data, and converting EMIS to a relational database. It is argued that for EMIS to function better, the ODE must lead all efforts to improve the system. Six appendices feature a selected bibliography, fluctuation analysis of EMIS data elements, the EMIS data elements, and other information. (RJM)

ED 422 637 EA 029 321

Gelberg, Denise
The "Business" of Reforming American Schools.
PUB DATE- 97
NOTE- 329p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bureaucracy; Change Strategies; Educational Administration; *Educational Change; *Educational History; Educational Improvement; *Educational Philosophy; Elementary Secondary Education; *School Business Relationship; *Social Values; Student Needs; Teachers

This book's central thesis is that the relationship between school managers and teachers predicts the type of education offered children. That is, education can be seen as a handing down of information, or it can be viewed as a cooperative affair. The text is divided into two parts: 1895-1925 and 1961-1995. Chapter 1, which discusses America's most commonly held beliefs, values, and assumptions at the turn of the century, is followed by a detailed description of the earlier design and implementation of school reform, a type of reform championed by a coalition of businessmen, school leaders, and education professors. A competing vision of school reform is then discussed in chapter 3, in which the emphasis is on education for individual development and democracy. The second part of the book presents discussions on reforming education. It discusses the 1960s and the challenges to schools, the influence of the management model on education reform, and an analysis of how the now popular pro-efficiency model of education had its origins in the early 20th century. A case study illustrates this pro-efficiency model. (Contains endnotes, an index, and approximately 160 references.) (RJM)

ED 422 638 EA 029 323

Macpherson, Reynold J. S., Ed.
The Politics of Accountability: Educative and International Perspectives. The 1997 Yearbook of the Politics of Education Association.
SPONS. AGENCY- Politics of Education Association, Fullerton, CA.
PUB DATE- 98
NOTE- 241p.; Published simultaneously as a special issue of "Educational Policy."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

references. (RJM)

ED 422 657 EA 029 344

Germinario, Vito; Cram, Henry G.
Change for Public Education: Practical Approaches for the 21st Century.
PUB DATE- 98
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Educational Innovation; Elementary Secondary Education; Models; Professional Development; *Public Education; Teacher Evaluation; *Teacher Improvement; *Teachers

Current demands to prepare students for the 21st century represent a dramatic departure from the mission for which the American system of public education was originally designed. To help educators with these changes, a conceptual framework of strategies in planning for and bringing out essential shifts in philosophy is presented here. The text was written so as to define the competencies and the character of the next generation and is intended as a guide to program planning. The book is organized into 11 chapters, each of which stands alone but may also present issues that are interrelated in their potential to bring about change. Chapter 1 provides an overview of the topics that schools will need to address and that truly competent teachers will need to master. Chapter 2 describes strategies for the selection, induction, and retention of a high-quality professional staff, whereas chapters 3 through 8 identify what teachers need to know about curriculum, instruction, assessment, the use of time, technology, and collaboration. Chapters 9 and 10 provide models for the differentiated training, development, and supervision of teachers, and chapter 11 outlines a unified model describing the interrelatedness of the concepts that should lead to effective schooling in the 21st century. (Contains an index and approximately 175 references.) (RJM)

ED 422 658 EA 029 345

Raebeck, Barry
Transforming Middle Schools: A Guide to Whole-School Change. Second Edition.
PUB DATE- 98
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Educational Innovation; *Holistic Approach; Intermediate Grades; Junior High Schools; Leadership; *Middle Schools; Student Development; Teamwork
IDENTIFIERS- Middle School Students

The notion of educating and encouraging the whole child is not a new idea, but it awaits full acceptance. Strategies for teaching the whole child in a middle-school environment are

New Visions for the Continuum: Seven Case Studies. Final Report Year 5 Deliverable #6-5-3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 28p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Case Studies; Change Agents; Change Strategies; *Delivery Systems; *Demonstration Programs; *Disabilities; Educational Change; Elementary Secondary Education; Interviews; Parent School Relationship; Program Descriptions; Regular and Special Education Relationship; *Special Education

This report presents seven case studies of programs across the country that have implemented innovative changes in the special education continuum. Telephone or in-person interviews with the program administrators were used to collect data. This report includes a summary of that information and a brief analysis of findings concerning common and unique program characteristics. These findings included: the impetus for change at all sites was the importance of addressing the needs of students with disabilities within the broader context of general education restructuring and interagency collaborative efforts; parent involvement was a critical component; desired outcomes for all programs were reduction of student behavior problems and increased academic skills; and the need for coordinated services planning was emphasized. The case studies examined the following programs: (1) Kentucky IMPACT Program; (2) Pinewood Elementary School (Florida); (3) Independence School District (Missouri); (4) Hannah J. Ashton Middle School (Ohio); (5) The Elizabeth Learning Center (California); (6) The Community Wraparound Initiative (Illinois); and (7) Foothill/Pasadena SEIPAs-TRIPOD Regional Program Co-Enrollment/Co-Teaching Model (California and replication sites in eight other states). (DB)

ED 422 678 EC 306 628

A Forum on the Continuum Revisited. Final Report Year 5 Deliverable #9-5-1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 136p.; Prepared by Project FORUM. This document reports on the outcomes of a policy forum entitled "Continuum Revised" (Alexandria, VA, February 2-3, 1998). Pages in Appendix D may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Disabilities; *Educational Change; *Educational Policy; Educational Practices; Elementary Secondary Education; Integrated Services; Regular and Special Education Relationship; *Special Education

This document reports on the design, purpose, and outcomes of a 1998 policy forum which reviewed the evolution of the continuum of special education services, identified critical issues related to the continuum, and recommended new directions for the continuum. The forum recommended a new vision for a continuum designed to provide comprehensive, multifaceted, holistic, and integrated strategies, options, and supports for

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clinical Diagnosis; *Educational Strategies; Elementary Secondary Education; Homework; *Individualized Education Programs; *Learning Disabilities; Mental Health Workers; Parent Participation; Parent Teacher Conferences; Parent Teacher Cooperation; Program Effectiveness; Psychiatric Services; Psychological Services; Student Evaluation; Student Placement; *Test Interpretation
IDENTIFIERS- Individuals with Disabilities Education Act

This book provides strategies for working within the educational system and going outside the system, when appropriate, to get learning assistance for a struggling student. Part 1, "Identifying the Problem," discusses communicating with the teacher and getting vital information, focusing observations and impressions, and communicating with the child. Part 2, "Using the Resources at Your Child's School," addresses getting the student assessed, understanding test results, handling the Individual Educational Plan conference, and understanding the Individuals with Disabilities Education Act. Part 3, "Finding the Right Person To Make an Evaluation," discusses different types of diagnosticians. Part 4, "Finding the Right Person To Treat the Emotional Fallout," describes the roles of various mental health professionals. The following part, "Finding the Right Person To Provide Specialized Services," addresses learning assistance providers such as tutors, educational therapists, learning and reading centers, privately funded specialized private schools, and publicly funded nonpublic schools. This part also describes specialized clinicians. The final section, "Defining Your Role in the School Success Equation," covers assessing the effectiveness of the intervention program, motivating the child to set academic goals, and supervising homework and studying. An appendix provides a list of relevant agencies and parent support groups. (CR)

ED 422 696 EC 306 658

Jones, Carroll J.
Curriculum-Based Assessment: The Easy Way.
PUB DATE- 98
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Based Assessment; *Curriculum Development; *Disabilities; Elementary Education; Evaluation Methods; Handwriting; *Individualized Education Programs; Mathematics Instruction; Reading Comprehension; *Reading Instruction; Spelling; Student Evaluation; *Writing (Composition)

This guide provides practical and specific step-by-step methods for developing and using curriculum-based assessment (CBA) in an educational setting. It is organized into six basic skills chapters. Chapter 1, "Assessment: An Overview" (Carroll J. Jones), includes the basic reasons for assessment and types of special education assessment, as well as how to begin the CBA notebook. Each of the following chapters includes information on preparation of basic skills CBAs, the assembly of the CBA

($25).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Business Administration Education; *College Curriculum; Communications; Curriculum Design; Environmental Education; French; Higher Education; History Instruction; Immigrants; *Interdisciplinary Approach; *International Trade; *Language Role; Literature Appreciation; Political Science; Second Language Instruction; *Second Languages; Translation; United States History
IDENTIFIERS- Capstone Courses; *Language across the Curriculum; *State University of New York Binghamton

The collection of essays on use of languages across the curriculum (LAC, LxC) at the State University of New York at Binghamton includes: "Language Resource Specialists as Agents of Curricular Internationalization (An Overview and Evaluation of Binghamton University's LxC Program)" (H. Stephen Straight); "'But Do They Learn French?' (A Case Study of the Language Enhancement Effects of LxC)" (Marilyn Gaddis Rose); "Foreign Languages and the Teaching of United States Immigration History (LxC in History 264: Immigration Ethnicity in U.S. History)" (Thomas Dublin); "Use of Languages across the Curriculum in the Environmental Sciences (LxC in Environmental Studies 101, 201, and 320)" (Peter L. K. Kneupfer, Claudia C. Carabajal); "International Business and Languages across the Curriculum (LxC in IBUS 520: Introduction to International Business)" (George H. Westacott); "Foreign Languages (LxC) and the Understanding of Political Systems (LxC in Political Science 113: Introduction to Comparative Politics)" (James C. Hurban, Benedicte Lochen, Valeri Vassiliev); "Expanding the Global Community: Languages across the Curriculum" (Hurban); "Strategies for Handling Presuppositions in Political Texts" (Vassiliev); "Networking Discourse Communities across the Curriculum (An LAC Journey Toward the Twenty-First Century); "Virginia M. Fichera); "'Dime un Cuento/Tell Me a Story' (LAC in English 385: Children's Literature)" (Jean Troy-Smith); "'What Is This Thing Called Love--Exactly?' (LAC in English 368: Mythology in Literature)" (Denise M. Marshall); "Interdependence, Interaction, and Influence (LAC in Communication 240: Group Interaction and Discussion)" (John Kares Smith); "One Hundred Years of Neglect: The Silence of Language in History (LAC in History 214 and 215: Early and Modern Latin America)" (Carlos Perez); and "The Business Capstone Course: To Change or Not To Change Is No Longer the Question! (LAC in Business 495: Management Policy and Simulation)" (Maria A. Corso). (MSE)

ED 422 714 FL 025 231

Vogt, Christina; Oliver, David
Kuwait University Faculty of Medicine Students' Attitudes toward English and an English Based Curriculum.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; Allied Health Occupations Education; Arabs; College Admission; *English (Second Language); Foreign Countries; Higher Education; *Language Attitudes; *Language of Instruction; *Language Proficiency; Medical Education; Medical Schools; *Medical Students; Professional Education; School Surveys; Science Education;

ED 422 734 FL 025 433

Berthoud, Anne-Claude; Gajo, Laurent
Formation des enseignants et education bilingue en Suisse (Teacher Training and Bilingual Education in Switzerland).
PUB DATE- 98
NOTE- 29p.; In: Vous avez dit "immersion?" (You Said "Immersion?"); see FL 025 425.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Course Organization; Educational Strategies; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Innovation; International Educational Exchange; *Language Role; *Politics of Education; Program Design; Public Policy; Second Language Programs; *Teacher Education
IDENTIFIERS- *Switzerland

A discussion of bilingual education teacher training in Switzerland begins with an introduction to the unique and complex linguistic situation of the country, the political and policy context for bilingual education, and the organization of teacher training in general. A more detailed description of both pre-service and in-service training of bilingual education teachers, at both university and non-university levels, follows. Special attention is given to new developments in the domain of bilingual teaching strategy and technique, including a trend toward experimentation with program design and course organization, use of new technologies and self-paced learning, the language teaching profession's support of bilingual education through programs and resources, teacher and student exchange programs, and classroom teaching innovations. Areas for further progress are identified in pre-service and in-service teacher education and the politics of education. (Contains 12 references.) (MSE)

ED 422 735 FL 025 434

Toohey, Kelleen
Learning ESL: Participation in Situated Communities of Practice.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Chinese; *Classroom Environment; Classroom Research; Educational Environment; Elementary Education; *English (Second Language); Ethnography; Foreign Countries; Kindergarten; *Language Minorities; Longitudinal Studies; Polish; Punjabi; Second Language Learning; *Self Esteem; Uncommonly Taught Languages

A study examining the classroom English-as-a-Second-Language (ESL) learning experience of six language-minority children from kindergarten through fourth grade is reported in a case study of one child, a native speaker of Punjabi, in her kindergarten class. Data were gathered, using ethnographic methods, in classroom observation, some videotaped or audiotaped, and parent and teacher interviews. The child's

Government; *Statewide Planning; Strategic Planning
IDENTIFIERS- *Illinois

This report proposes changes to the current higher education budget development process in Illinois in order to provide more information to institutions and to make the process more inclusive and open. It argues that budget development should be goal-based and accountable, responsive, incentive-based, recognize diversity of institutions, stable yet flexible, and incorporate a division of responsibility. It calls for an annual budget development process that would consist of the development of a statewide budget context, submission of institutional budget requests, development of Board of Higher Education budget recommendations, a governor's budget, general assembly action, campus budget allocations, and evaluation of progress in achieving strategic goals. A new component in the proposal is the use of statewide strategic goals, benchmarks, and measures. The proposed refocusing of budget development is intended to further increase accountability, responsiveness, and collaboration while maintaining or enhancing institutional autonomy, and thereby improving the overall system of shared responsibility. (MDM)

ED 422 757 HE 031 352

Hunt, James B., Jr.
Organizing for Learning: The View from the Governor's Office.
PUB DATE- 98
NOTE- 17p.; Address presented at the National Conference of the American Association for Higher Education (Atlanta, GA, March 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Access to Education; *Educational Improvement; Educational Objectives; *Educational Policy; Elementary Secondary Education; *Equal Education; Government Role; Higher Education; Low Income Groups; *Public Policy; *Role of Education; State Aid
IDENTIFIERS- Affordability; G I Bill; North Carolina

This speech discusses the importance of higher education, the challenges facing higher education in America today, and the role of the National Center for Public Policy and Higher Education in helping to make higher education more accessible and affordable. It further discusses initiatives in North Carolina to improve elementary, secondary, and higher education, and calls for states to expand their commitment to higher education. The speech goes on the examine the purposes of higher education, including promoting good citizenship, making people better human beings, and providing them with world-competitive skills. It looks at the role of public policy in higher education over the last several decades, noting the great achievements of the GI Bill in opening the doors of higher education to an entire generation after the World War II. The speech then focuses on two deficits in higher education today an opportunity deficit and a learning deficit. The former involves the limited opportunities that children from low-income families have for attending higher education, while the latter refers to the increasing numbers of students who attend college but do not graduate. (MDM)

ED 422 758 HE 031 353

Organizational Objectives; Relevance (Education); *School Effectiveness; State Universities; *Student College Relationship; Technology; Telecommunications; Telecourses
IDENTIFIERS- *Eastern New Mexico University

This report describes efforts by Eastern New Mexico University (ENMU) to recast its mission more narrowly while at the same time reducing the sense of remoteness and disconnection, as well as geographic isolation, between the main campus and its branch campuses. In the early 1980s, ENMU suffered from mission drift, in part as a result of its efforts to look like a research university at the expense of other programs. After a 1987 North Central Association accreditation visit, ENMU focused its mission by pruning nine undergraduate and six graduate programs that no longer served the students or the region; four programs more consistent with local demand were added. Subsequently, ENMU's mission was revised, and six strategic priorities (including significant investment in technology and distance education) were identified. Technology became the means for most of ENMU's ends, including curriculum reform and a commitment to serving the whole range of students' academic and co-curricular needs. The university's willingness to experiment has resulted in a string of successes in implementing new technology in distance and traditional instruction, including the use of interactive instructional television, email, listservs, multimedia presentations, and the Internet to deliver instructional material. Institutional statistics and a list of milestones on ENMU's path to reform are included. (MAB)

ED 422 776   HE 031 505

Iannozzi, Maria
Babson College. Policy Perspectives. Exemplars.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 98
NOTE- 9p.; For other "exemplars" see HE 031 503-504. Published in conjunction with "Policy Perspectives."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; Change Strategies; Competency Based Education; *Core Curriculum; *Curriculum Development; Experiential Learning; Higher Education; Institutional Mission; Integrated Activities; *Interdisciplinary Approach; Liberal Arts; Management Development; *Organizational Change; Private Colleges; Professional Training; Relevance (Education); Undergraduate Study
IDENTIFIERS- *Babson College MA

This report describes the efforts of Babson College (Massachusetts) to change its traditional undergraduate business curriculum by designing a coherent program of greater rigor and flexibility that stresses interdisciplinary collaboration, supports individual learning needs, and links theory with field-based learning. In less than 3 years, Babson conceived, ratified, and implemented a radically different undergraduate program; the speed of implementation was in part a result of Babson's prior move to use separate, decentralized decision-making bodies for the undergraduate program, the graduate program, and for faculty appointment and tenure decisions. The comprehensive, competency-based program stresses learning-by-doing, gives students greater control over and of gratification is an important volitional and self-regulatory strategy employed by learners to obtain academic achievement. The ADOG scale is appended. (Contains 16 references.) (DB)

ED 422 795 HE 031 528

Richards, Alan
Higher Education in Egypt. Policy Research Working Papers Series. Education and Employment.
PUB DATE- 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Instruction; *Developing Nations; *Educational Policy; Educational Quality; *Enrollment Management; Foreign Countries; *Government Role; Higher Education; Long Range Planning; Strategic Planning; Tables (Data)
IDENTIFIERS- *Egypt

This analytical report on higher education in Egypt argues that Egypt's policy must take account of the realities of declining government budgets and employment and the need to rely increasingly on the private sector, which must become more competitive internationally. Previous policy, which expanded higher education rapidly (despite a persistently high rate of illiteracy) and guaranteed jobs to university graduates, resulted in over-enrollment and poor educational quality. Currently, the government's strategy is to stabilize the number of university students and raise the quality of instruction, expand the role of two- and four-year technical institutes, increase the use of pedagogical materials in instruction, and promote innovative interdisciplinary programs that stress problem solving and applied work. Following an executive summary, the report is put in context by reviewing Egypt's development strategy in the 1990s. The following sections cover the history of higher education in Egypt; and higher education performance and the determinants of performance (including quantity, quality, internal and external efficiency, and equity). A concluding section examines current responses and reforms of the government, employers, students, and universities. A statistical annex provides data tables. (Contains 18 references.) (DB)

ED 422 796 HE 031 529

Selvaratnam, Viswanathan; Regel, Omporn L.
Higher Education in the Republic of Yemen: The University of Sana'a. Policy, Research, and External Affairs Working Papers Series. Education and Employment.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Developing Nations; *Educational Policy; Educational Quality; Efficiency; *Enrollment Management; Equal Education; Foreign Countries; *Government Role; Higher Education; Long Range Planning; Resource Allocation; Strategic Planning; Tables (Data)
IDENTIFIERS- *University of Sanaa (Yemen); *Yemen

This analytical report reviews higher education in Yemen,

*Educational Finance; *Expenditure Per Student; *Expenditures; Higher Education; Institutional Characteristics; Peer Institutions; *Policy Formation; Predictive Measurement; Private Colleges; Regression (Statistics); School Demography; State Universities
IDENTIFIERS- *AIR Forum; Integrated Postsecondary Education Data System

Multiple regression analysis was used to examine data from the 1994-95 Integrated Postsecondary Education Data System survey to determine the characteristics that influence institutional costs and, in the process, to identify policies that could reduce costs. The data universe consisted of 828 public and private 4-year institutions that did not have a medical school or hospital, enrolled both undergraduate and graduate students, and ranged in size from small liberal arts colleges to major research universities. The study focused on how factors such as enrollment level, institution location, research intensity, and faculty characteristics influence institutional costs. These cost functions were also used to estimate the marginal cost of undergraduate instruction and to compare actual and predicted expenditures per student across institutions. It was found that both total and average expenditures were significantly lower at public institutions than at private institutions. While economies of scale were noted, the evidence varied across types of institutions; expenditures per student appeared to be minimized at about 23,000 students. The paper includes an introduction, a literature review, a summary of data and methodology, an analysis of the results, and a summary section that reviews some of the policy implications. Five data tables are appended. (Contains 24 references.) (CH)

ED 422 814   HE 031 572

Zhang, Zhicheng; RiCharde, R. Stephen
Prediction and Analysis of Freshman Retention. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Analysis of Variance; *College Freshmen; College Outcomes Assessment; College Preparation; Correlation; Dropout Research; *Educational Counseling; Higher Education; Individual Characteristics; Performance Factors; *Persistence; Personality Traits; *Predictive Measurement; *School Holding Power; Student Attrition; *Student Characteristics; Student Motivation
IDENTIFIERS- *AIR Forum

This paper tested the hypothesis that certain cognitive, affective, and psychomotor variables were significant predictors of college persistence in the first few weeks of the freshman year. Data for the study involved 462 freshmen, with an average age of 18, who matriculated in the fall of 1997 at a public higher education institution; about 93 percent of the participants were male; the ethnic background of the students was 81.5 percent white, 8.4 percent black, 5.4 percent Asian, and 3.3 percent Hispanic. About 32 percent of the participants were engineering majors, 17 percent were science majors, and 47 percent were majoring in liberal arts. Dropouts were classified into three groups and were then compared with persisters in an categories more likely to over-report actual family earnings and students in higher income categories more likely to under-report actual family earnings. However, once income level is controlled for, minority students are significantly more likely to under-report actual earnings, as are students whose parents have not earned at least a baccalaureate degree. Gender was not a significant factor in any of the three years measured. (Contains 9 references.) (CH)

ED 422 831 HE 031 589

Yang, Xiaoyun; Brown, J. Keith
Using Unemployment Insurance Data and Job Record Data To Track the Employment and Earnings of Community College Students. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Compensation (Remuneration); Dropout Research; Education Work Relationship; *Employment; Employment Level; Employment Potential; Employment Statistics; Followup Studies; Higher Education; Labor Economics; Occupational Surveys; *Outcomes of Education; Persistence; Tables (Data); Two Year Colleges; Unemployment Insurance; *Wages
IDENTIFIERS- *AIR Forum; *North Carolina Community College System

This study investigated the employment status and earnings of students in the 58 institutions in the North Carolina Community College System (NCCCS) during the years 1993-94, 1994-95, and 1995-96. Data were derived from a state system that uses unemployment insurance files to track employment of students, the NCCCS registration files, and a database submitted by the community colleges to the state which contains information on completion status and number of credit hours completed. After analysis by descriptive statistical research methods, it was found that: (1) exit noncompleters had the highest annual earnings, however, mean earnings of exit completers increased at the fastest rate; (2) older students had higher earnings than younger ones, but, exit completers under age 25 had the highest earnings in the four groups; (3) completers who earned AAS degrees had higher earnings than those with associate degrees; and (4) mean earnings for exit noncompleters were not necessarily increased by the completion of more credit hours. The paper includes sections on the purpose and the research questions, a literature review, data sources, methodology, findings, and implications. Six data tables are provided. (Contains 6 references.) (CH)

ED 422 832 HE 031 590

Lajubutu, Oyebanjo A.; Yang, Faxian
Predictive Factors for Students' Success at a Mid-Sized Rural Community College. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

State University (Idaho) offers a master's degree program via distance education to prepare adult students for careers in the areas of instructional design, job performance improvement, human resources, organizational redesign, training, and training management. Most students attend the program not only to earn a master's degree, but also to upgrade professional knowledge and skills. This paper discusses the problem of adult student dropouts, how a solution was approached, and results obtained. From the cause analysis, it was concluded that satisfaction during the first or second courses was the major factor that determined students' decisions whether or not to continue in the program. Forty-two percent of the students who dropped out expressed dissatisfaction with the learning environment as the reason; another reason was a discrepancy between professional or personal interests and course structure. The instructor who taught the introductory course systematically redesigned the curriculum and developed strategies to improve students' attention toward learning, make the learning more relevant to their professions, increase confidence levels, and increase satisfaction with both the learning subject and the learning environment. Since the new interventions were implemented, significant improvement in student retention has been achieved. (AEF)

ED 422 849 IR 018 990

Collins, Mauri P.; Berge, Zane L.
Using Web-Conferencing with Primarily Interactive Television Courses.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; *Educational Television; Higher Education; Information Networks; Instructional Effectiveness; Instructional Innovation; *Interactive Television; Online Systems; Student Attitudes; Teaching Methods; *Teleconferencing; World Wide Web
IDENTIFIERS- Northern Arizona University; *Video Teleconferencing

Over the past seven years, Northern Arizona University (NAU) has implemented NAUnet, a professional-broadcast-quality, two-way audio, two-way video instructional television (IITV) system. The IITV system provides a face-to-face environment where students and faculty can see and hear each other and engage in discussion. Recently, several courses delivered via NAUnet have acquired a World Wide Web-based conferencing enhancement so that discussion continues in the NAU Online Virtual Conference Center among students and faculty between the broadcast classes. One humanities professor has made particularly good use of the integration of synchronous television with asynchronous computer conferencing. This paper presents observations drawn from his courses. The discussion covers: (1) teaching methodology, including the transition from live television to live television with Web-enhancement, student assignments, and grading; (2) introduction of Web-based threaded conferencing "conversational spaces"; (3) benefits, including increased student interaction and participation, multiple perspectives in class discussion, and the ability for resources for technology implementation for distance education. An additional factor, self-correction, is proposed; this factor suggests that, in distance education projects, technologies that facilitate immediate identification and correction of errors should be considered. (DLS)

ED 422 869		IR 019 010

Richardson, Craig H.
Improving Audio Quality in Distance Learning Applications.
PUB DATE- 98
NOTE- 10p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acoustical Environment; *Acoustics; *Audio Equipment; *Audiovisual Communications; Classroom Design; Computer Uses in Education; Delivery Systems; *Distance Education; Interactive Television; Networks; Noise (Sound); *Telecommunications
IDENTIFIERS- Audio Feedback; Technology Integration; Virtual Classrooms

This paper discusses common causes of problems encountered with audio systems in distance learning networks and offers practical suggestions for correcting the problems. Problems and discussions are divided into nine categories: (1) acoustics, including reverberant classrooms leading to distorted or garbled voices, as well as one-dimensional audio output; (2) correct microphone usage, including creating a natural sound environment with carefully placed microphones; (3) correct loudspeaker usage, including "zoning" loudspeakers and balancing speaker output; (4) acoustic echo, including microphone pick-up of received audio off loudspeakers and re-transmission of audio back to the originating site; (5) outside noises, including blower/fan noises, buzz from fluorescent lighting, noises from outside the room, and paper shuffling; (6) sound system problems, including electronic and acoustic feedback; (7) telephone system feedback, including squealing and howling whenever a phone line is introduced and phone coupler problems; (8) other telephone system concerns, including listener fatigue from processing out line noise and compensating for thin, tinny audio; and (9) satellite echo, i.e., delayed repetition of voices over the satellite. Three diagrams are included to illustrate reverberation and its effects on transmitted audio, acoustic coupling generated by an open microphone and speaker, and the use of an acoustic echo canceller. (DLS)

ED 422 870		IR 019 011

Rutz, Eugene; Hajek, Brian
Collaborative Distance Learning Using Interactive Video: Lessons Learned from the University of Cincinnati/Ohio State University Experience.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI,

following two methods for communicating in asynchronous interactions in order to preserve face-to-face conversational practices and permit students to engage in discursive learning are proposed: using strategic snipping to simulate conversational overlaps, and using formulations and indexical repairs to emulate conversational practice. Two figures illustrate the graphical conversation network and the threaded topic listing. (DLS)

ED 422 887 IR 019 028

Wisher, Robert A.; Curnow, Christina K.
Techniques for Evaluating Distance Learning Events.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Evaluation; *Distance Education; Evaluation Criteria; *Evaluation Methods; Evaluation Research; Feedback; Institutes (Training Programs); *Instructional Effectiveness; *Military Training; Participant Satisfaction; Program Effectiveness; Questionnaires
IDENTIFIERS- Army National Guard; National Guard

This paper describes techniques for creating a simplified form for evaluating the effectiveness of a distance learning event (i.e., a training or educational program occurring within 1 day) for which the development of comprehensive measures is often not feasible because the brevity of the event precludes the justification for a lengthy evaluation. The paper focuses on distance learning events for the National Guard Bureau. Background is provided on evaluation measures, including student reaction, learning, behavioral criteria, and results criteria. Development of the compressed evaluation form--one page of five assessment categories (course, technology, instructor, demographics, and motivation) with a total of 22 items--is discussed. Testing of the compressed evaluation form is described. Eight distance learning events were sampled, representing the primary distance learning events available on a nation-wide basis during the evaluation time frame. Training was delivered through a multi-point, one-way video, two-way audio connection through satellite links. A total of 1,306 soldiers participated in the training; the mean rate of returned evaluations was 74%. Two tables present data on student ratings of events and cross tabulation of amount learned by previous training. It is concluded that a wealth of information can be obtained from a simple, one-page evaluation form. (DLS)

ED 422 888 IR 019 029

Wolfe, Thomas E.
Putting Interaction into Interactive Television.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

leaders to work together on new ways to accelerate student learning with technology. The Technology Innovation Challenge Grants represented in this publication address multiple focus areas. Across the national network of 62 district partnerships, each project addresses more than one of the eight topical areas. Areas are: (1) "Partnering with Businesses and Communities to Provide the Best Technology for Schools"; (2) "Linking Classrooms to the World Via Electronic Networks"; (3) "Empowering Teacher with the Technology Skills to Customize Student Learning"; (4) Integrating Technology into Curriculum Reform"; (5) "Utilizing Technology to Meet the Needs of At-Risk Youth"; (6) " Preparing Students for the Workforce of the Future"; (7) "Building New Learning Communities"; and (8) "Reconnecting Classrooms to the Home." This publication describes selected districts' projects for each of these eight areas. A map of the 62 Technology Innovation Challenge Grants, charts of partners and matching commitments, and a directory of technology innovation challenge grants are also included. (AEF)

ED 422 906 IR 019 408

Year 2000 Readiness Kit: A Compilation of Y2K Resources for Schools, Colleges and Universities.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Computer System Design; *Educational Planning; Guidelines; *Higher Education; Information Networks; Information Retrieval; *Information Technology; *Internet; Problems; Strategic Planning
IDENTIFIERS- *Computer Management; Computer Resources; *Year 2000 (Programming)

This kit was developed to assist the postsecondary education community's efforts to resolve the Year 2000 (Y2K) computer problem. The kit includes a description of the Y2K problem, an assessment of the readiness of colleges and universities, a checklist for institutions, a Y2K communications strategy, articles on addressing the problem in academic departments, sample Y2K project plans from colleges, personal computer testing instructions, plans for managing the compliance of vendors and suppliers, a section on contingency planning, an explanation of the "Year 2000 Information and Readiness Disclosure Act" recently signed by President Clinton, Y2K information sources from the U.S. Department of Education, Frequently Asked Questions (FAQs) from the Department of Education's Y2K web site, and a list of Web site resources. (AEF)

ED 422 907 IR 056 926

McClure, Charles R.; Sprehe, J. Timothy
Analysis and Development of Model Quality Guidelines for Electronic Records Management on State and Federal Websites. Final Report.
SPONS. AGENCY- National Historical Publications and Records Commission, Washington, DC.
PUB DATE- 98
NOTE- 235p.
LANGUAGE- English

establishing a national, uniform system of certification for public accountants. An executive summary appears first. The report begins with two sections that examine the evolution of accounting into a 20th-century profession. Two key aspects of accounting are highlighted: (1) the responsibilities intrinsic to the practice of accounting are ambiguous and require a unique combination of technical, academic, and employable skills that allow accountants to report facts objectively with a certain amount of subjective wisdom and guidance; and (2) the new responsibilities placed upon accountants due to changing technology and workplace dynamics have put pressure on the profession to specialize its services and create the accompanying education and certification. This preliminary discussion of accounting practice is followed by a more detailed investigation of accounting skill standards and how those standards are developed, taught, and assessed. The report presents accounting standards in terms of their technical, academic, and real-world characteristics. In its discussion of technical standards, the report focuses on the standards-setting process, the Certified Public Accountant exam, ethical standards, and continuing education. A discussion of academic and real-world skills highlights key issues surrounding accounting education and experience requirements. (Contains 85 references.) (YLB)

ED 422 472 CE 076 983

Prestine, Nona A.
Separate Tables: Academic and Vocational Education Reforms in Traditional, Comprehensive High Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Case Studies; *Educational Change; Educational Innovation; Educational Research; High Schools; *School Restructuring; *Tech Prep; *Vocational Education

A study examined two traditional, comprehensive high schools, both of which had been involved with the school restructuring efforts advocated by the Coalition of Essential Schools. Shortly after their commitment to essential school changes, the schools became involved in a series of vocational education reforms referred to as Tech Prep. Case studies of each school were developed that included the story of the school's reform efforts: an overall chronology of the change efforts and events that influenced the course of change. Conclusions were drawn about what happened to vocational education reforms in these schools engaged in essential school change and interactions or relationships that occurred between the essential school restructuring reforms and the vocational education initiatives in each school. A cross-case analysis identified themes from the data about factors that affected the course and outcomes of the two reform initiatives. Although the reforms struggled in both schools, the case studies revealed one was making substantively greater headway in implementation of both initiatives because of two site-related factors: (1) the more successful school had clear linkages between essential school ideas and vocational education reforms; and (2) the other school had a huge investment in maintaining the status quo. Four central conclusions were drawn from a cross-case two-volume instructor's handbook consists of technical training modules that include some or all of the following: time required; duty; task; objective(s); instructional materials list; references; student preparation; introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed for each task box on the competency profile. The student laboratory manual contains a DACUM chart and learning modules. Each module in the student manual includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (YLB)

ED 422 488 CE 077 011

Instrumentation Series. Educational Resources for the Machine Tool Industry. Course Syllabi, Instructor's Handbook, and Student Laboratory Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 1446p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.
LANGUAGE- English
EDRS Price- MF12/PC58 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Continuing Education; Course Descriptions; Curriculum Design; Curriculum Guides; *Electronic Control; Instructional Materials; *Instrumentation; *Instrumentation Technicians; Job Skills; Job Training; Learning Activities; Learning Modules; Machine Tool Operators; *Machine Tools; Postsecondary Education; Student Evaluation; Teaching Methods; *Technical Education
IDENTIFIERS- DACUM Process

This package consists of course syllabi, an instructor's handbook, and a student laboratory manual for a 2-year vocational training program to prepare students for entry-level employment as instrumentation and control technicians. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with 8 duties (and supporting technical workplace competencies): practice safety; maintain control systems; maintain field instrumentation devices; organize work routines; collect and file data; participate in continuing education activities; maintain and control inventory; and troubleshoot, install, maintain, and operate motor control systems. The first volume contains the justification, documentation, and course syllabi for the courses. Each syllabus contains the following: course description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The two-volume instructor's handbook consists of technical training modules that include some or all of the following: time required; duty; task; objective(s); instructional materials practices in management development and career planning; interviews with managers, targets of these systems; and a questionnaire survey. Chapter 1 sketches the themes to be examined. Chapter 2 describes contexts of work organizations in Britain and Japan and the key socioeconomic attributes of the two societies. Chapter 3 profiles the case companies and describes the main contours of their management development systems. Chapter 4 presents the first substantial study findings to compare entry into, and through, managerial labor markets and careers. Career planning, career mobility, and the subjects' experience of these are closely examined. Chapter 5 describes and assesses differences in education and training the managers experienced. Chapter 6 assesses such developmental processes as mentoring and personal development plans and examines the management development functions found in the case organizations. Chapter 7 analyzes managerial target setting, evaluation methods, and rewards. Chapter 8 suggests lessons for practitioners. The book contains 203 references, a description of the sample and methods, a questionnaire, and an index. (YLB)

ED 422 503 CE 077 031

Gordon, Edward E.; Petrini, Catherine M.; Campagna, Ann P.
Opportunities in Training & Development Careers. VGM Opportunities Series.
PUB DATE- 97
NOTE- 146p.; Foreword by Anthony Carnevale.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Education; Corporate Education; Employment Patterns; *Employment Qualifications; *Job Training; *Labor Force Development; *Occupational Information; *Organizational Development; Postsecondary Education; Program Content; Program Design; Program Development; *Trainers

This volume is a resource for those who want to explore opportunities in training and development careers. Chapter 1 covers the evolution of training and the future of education at work. Chapter 2 considers trainers' roles; program design and development; needs assessment; development of program objectives; program content, training methods, evaluation, and implementation; train-the-trainer workshops; presentation skills; the training leader; and the facilitator as change agent. Chapter 3, a profile of the field, looks at salaries and other forms of compensation, working conditions for training specialists, and personal motivations. Chapter 4 considers educational requirements and preparation, including changes, training institutes, training package certification programs, competency model, and college programs. Chapter 5 discusses the job market, resumes, interview skills, occupational outlook, career expectations, and management development trends. Chapter 6 focuses on trends: total quality management, learning organization, high-performance workplace, team building, workforce diversity, experiential and adventure learning, distance learning, outcomes-based paradigm shift, training's economic value added, utility analysis, time value of money, and performance value. Chapter 7 deals with building a network, where to network, and helpful organizations and publications for networking. Chapter 8 discusses the corporate university. (Contains 67 references. (YLB) findings and perspectives. Direct awareness of research findings among key decision makers was low. Many had little or no awareness of sources of research information. Although senior decision makers frequently operated on the basis of briefing papers that most likely had a strong basis in research, they were generally unaware that research findings had any impact on their decision making. Because the volatile policy climate for VET and the time pressures on key players all tend to militate against the considered use of data as a component of decision making, many VET-related decisions were being made without referencing important research-based information. (Appended are the background paper for the Impact Project and the symposium program.) (MN)

ED 422 521 CE 077 070

Saunders, John
Indicators of Competency: Profiling Employees and the Workplace.
PUB DATE- 98
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Competence; *Competency Based Education; *Education Work Relationship; Educational Needs; *Electrical Occupations; Employee Attitudes; Employer Attitudes; *Employment Qualifications; Foreign Countries; Information Needs; Postsecondary Education; *School Business Relationship; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Australia

The need for systems identifying workplace competency profiles was examined through telephone interviews with a nationwide sample of 56 individuals in Australia's electrical industry: 27 employers not directly involved in training; 23 individuals directly involved in training; and 6 apprentices, trainees, and employees. Although competency profiles were generally used only by larger enterprises, several small employers stated that they would use competency profiles if they were given model profiles or assistance where needed. The employers saw three main areas of use for competency profiles: specifying jobs, selecting employees, and training and assessing employees. Although only a few training providers have had an opportunity to work with enterprise-developed workplace competency profiles, most welcomed the concept of such profiles. Training providers felt that competency profiles would be useful for analyzing training needs in the workplace, selecting appropriate modules of training, monitoring and assessing employee workplace performance, and developing curricula. No employees, trainees, or prospective employees had ever seen a workplace competency profile; however, most said that profiles would be useful. (Thirty-three tables/figures are included. Appended are the following: an issue paper for focus groups; issues and procedures; interviewee materials; model workplace and employee competency profiles; 56 references; and acknowledgments.) (MN)

ED 422 522 CE 077 071

Werner, Mark C.
Issues Regarding Higher Education Graduates in Vocational Education and Training.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English

relation to alcohol education, the learning that is afforded to young people, and the current curriculum context into which it fits are reviewed. This project represents an effort on the part of the Australian Brewers' Foundation to initiate applied research relevant to the concerns of schools. Findings of the research led to the application of the concept of "harm minimization" as the most viable approach given the role of alcohol in Australian society and existing patterns of use by young people. Harm minimization, based on learning to make choices, was built into the program. Major objectives and the policy context of the program are discussed. The issue of partnership between the industry and education is addressed. The project is important as a model of industry-education cooperation and for the quality of materials developed. (EMK)

ED 422 540 CG 028 611

Hagener, Deborah; Jackson, Gail; Lohr, Colleen; Stenger, Penny
The Power of Positive Peer Interaction.
PUB DATE- 98
NOTE- 67p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Anger; *Behavior Problems; *Conflict Resolution; Cooperative Learning; Grade 5; Intermediate Grades; *Interpersonal Competence; Peer Relationship; *Prosocial Behavior; *Social Development; Student Development

This paper reviews program for social skills development to reduce conflicts, increase self-control, reduce instructional time spent dealing with behavior problems, and increase teacher satisfaction. The problems of deficiencies in prosocial skills were documented in three fifth-grade classes. Loss of students' recess time, and minutes of instructional time lost due to solving student conflicts were charted; additional data were collected from parent contacts. Analysis of probable cause data revealed that students lacked social skills in areas of empathy, solving conflicts, and dealing with anger. Faculty reported lost instruction time spent dealing with behaviors resulting from student's lack of social skills. High student mobility rate, high minority enrollment, and an increase in low-income families are important among probable causes of inappropriate prosocial skills. A review of possible solution strategies resulted in the decision to increase instructional time for social skills knowledge and development. Classroom teacher satisfaction was increased through the direct instruction of targeted social skills by modeling, role playing, and reinforcing for transfer. Postintervention data indicated social skills instruction resulted in an increase in classroom instructional time and student's knowledge of appropriate social skills. Classroom teachers reported students' use of appropriate social skills increased after the intervention. (Contains 27 references and 10 appendices.) (EMK)

ED 422 541 CG 028 613

Harrison, Patricia A.; Fulkerson, Jayne A.; Beebe, Timothy J.
Chemical Dependency Treatment Programs. 1995-1996 Minnesota Student Survey.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance

*Reading Attitudes; *Reading Improvement; Reading Interests; *Reading Material Selection; *Reading Motivation; *Recreational Reading; *Sustained Silent Reading
IDENTIFIERS- Illinois (North); *Self Selection (Reading)

This report describes a program for increasing levels of leisure time reading and heightened awareness of age and ability appropriate literature with an effort to encourage targeted students in grades 2, 3, and 6 to become lifelong readers. The targeted population lives in a growing rural, low to upper middle class community located in north central Illinois. Students had low levels of independent reading habits, documented through data from surveys and teacher observations. Analysis of probable cause data and professional literature revealed several possible causes for the lack of time students spend in leisure time reading. Children are being attracted regularly by electronic media entertainment and by extracurricular activities in an environment that does not promote leisure reading. In addition, children's unique differences have not been recognized in terms of their need for choice of reading material. Solution strategies consisted of providing sustained silent reading and emphasizing student choice--a vital feature of this intervention in terms of student selection of reading materials, response activities that recognize multiple intelligence and learning style theory, and decision making opportunities regarding participation in extrinsic reward programs. Motivational activities providing adult modeling in school and in the home were emphasized. Post intervention data indicated an increase in students' positive attitude and engagement in sustained silent reading, improved knowledge of a variety of genre and authors, and the development of multiple intelligences in sharing book responses with peers. Appended are: (1) Surveys (elementary reading attitude, 2nd/3rd grade literature awareness, 6th grade literature awareness, and parent pre-intervention); (2) bibliography; (3) chart of response choices using multiple intelligences; (4) parent permission form; (5) parent letter of introduction to project; (6) post-intervention parent letter; (7) parent post survey; (8) samples of post survey parent narrative responses--2nd/3rd grade; and (9) sample of 2nd grade quiet time reading log. (Contains 16 figures and 38 references.) (CR)

ED 422 560 CS 013 263

Ediger, Marlow
Reading on the Intermediate Grade Level.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Instructional Improvement; Instructional Innovation; Intermediate Grades; Reading Improvement; *Reading Instruction; *Reading Material Selection; Reading Skills; Reading Writing Relationship; *Spelling; *Vocabulary Development

With good sequence in reading achievement on the primary grade levels, pupils should be increasingly ready to attain well on the intermediate levels of instruction. Textbooks (basals) in reading need to be selected with great care so that they are on the reading level of involved pupils, not the frustrational nor the too easy to read level. Enough library books should be placed on the classroom interest center to meet interest and reflect Western cultural views, known as the "plumbing" conception of language (the translation of messages into speech signals), which needs a standard optimally regular code to assure there are optimal channels along which the signals can flow. Next, the paper considers the extinction of some languages, what global English does to other countries, and how the Council of Europe is quietly moving toward multilingualism, concluding that the reasons for the global teaching of English should be carefully examined. (Contains 24 references.) (NKA)

ED 422 579   CS 216 469

Ryan, Dennis
Redefining "Authority" for the Postmodern Writing Classroom: Making a Case for an Ethics of Instruction.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Ethical Instruction; *Ethics; Feminism; Higher Education; Instructional Effectiveness; Models; *Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- *Authority; Postmodernism

There has been much debate in composition studies about authority in the postmodern writing classroom. A redefinition of "authority" for the postmodern writing classroom necessitates a careful analysis of all those sets of relations which factor into the teacher-student relationship, and an awareness that authority is contingent, reprocessing itself daily based on teacher-student interaction. "Authority" is a relation, a locus of continuous revisitation of the teacher-student relationship, and this revisitation is in itself inherently ethical and should compel the teacher of writing to use a variety of pedagogical discourse models to enhance this relation. A comprehensive approach based upon a combination of discourse models--including ethical, feminist, and masculine-authoritative, among others--will best serve the composition instructor in regard to classroom teaching practice. If a comprehensive approach is adopted--it already has been in the best composition classrooms--the term "authority" will come to signify a locus, a relation of mutual respect and shared responsibility involving student and teacher. Hopefully, teachers of college composition will not compromise their students' education to meet the dubious exigencies of personal and/or institutional bias. English teachers should be helping students change their lives for the better--in an ethical as well as a materialistic sense. (Contains 12 references.) (RS)

ED 422 580   CS 216 470

Moran, Michael G.
Bradley's Nutation, 18th-Century Analytic Argument, and the Contemporary Technical Communication Classroom.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Communication Research; Higher Education; *Interpersonal Communication; Models
IDENTIFIERS- Accommodation Theory; Avoidance Behavior; *Communication Behavior; Conversation; *Equivocation; Research Suggestions; Situational Variables

A study revisited the question of the causes of interpersonal equivocation, arguing that, although the previous research of Bavelas and associates has shown conclusively that interpersonal communicators in avoidance-avoidance binds equivocate to avoid the bind's dilemma, researchers have largely ignored other conceivable antecedents of interpersonal equivocation. The study attempts to experimentally demonstrate the existence of other such antecedents. Subjects, 153 university students recruited from communication classes, responded to forced-choice scenarios which manipulated the level of situational formality (informal or formal) and interaction phase (initial or middle). Additionally, subjects completed a modified version of the MAT-50 as a measure of their ambiguity tolerance. Their responses were scaled for equivocation by comparing them to the equivocation rankings assigned to the possible choices by a panel of judges trained in its basic definition and dimensions. Results indicated subjects equivocated more in formal situations and ambiguity tolerance interacted with both formality level and interaction phase to influence equivocation. Specifically, the differences in equivocation from informal to formal situations and from initial to middle phases of the conversation were greatest for those lowest in ambiguity tolerance. Findings are discussed in light of speech accommodation theory (SAT), a model for guiding new research into equivocation. Research could be extended by studies examining ambiguity tolerance and its impact on equivocation; by exploring other individual traits that might be predictive of equivocation; and by exploring whether communicators have a perception of situational characteristics. (Contains 2 tables of data and 40 references; an appendix contains "model scenarios.") (NKA)

ED 422 598 CS 509 894

Bello, Richard
Causes and Psycholinguistic Correlates of Interpersonal Equivocation.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Communication Research; Conflict; Higher Education; *Interpersonal Communication; *Psycholinguistics; Undergraduate Students
IDENTIFIERS- Avoidance Behavior; *Communication Behavior; Disfluencies; *Equivocation; Research Suggestions; Situational Variables

A study examined the longstanding theory of the Bavelas group which suggests that the only consistent cause of interpersonal equivocation is avoidance-avoidance conflict (AAC). The study also aimed to uncover a psycholinguistic profile of equivocation, especially in the form of paralinguistic cues such as disfluencies. Subjects, 18 college undergraduates, responded orally to questions from hypothetical interlocutors within scenarios designed to manipulate both the

Development; *Thinking Skills; *Work Experience
IDENTIFIERS- *Challenge

Learning from job experiences is essential for every manager's development. Managers learn best from challenging experiences, when employing a variety of learning experiences, and when employing strategies that coordinate what they want to learn with challenges likely to teach these lessons. Becoming a more versatile learner is essential. There are four sets of learning tactics: (1) feeling tactics (learning by acknowledging their feelings and trusting their gut reactions); (2) action tactics (learning by doing); (3) thinking tactics (figuring things out by recalling the past, imagining the future, and/or gathering facts from books and reports); and (4) accessing-others tactics (seeking advice, watching others, and/or taking courses). Readers are advised to consider their preferred and nonpreferred learning tactics, understand the benefits and problems with these tactics, and venture out of their comfort zones by expanding their learning tactics. To become truly versatile, managers should identify what they want to learn, choose appropriately challenging experiences, and map the sequence of learning tactics to meet each challenge. (Contains 11 references.) (MLH)

ED 422 618 EA 029 275

McCauley, Cynthia D.; Martineau, Jennifer W.
Reaching Your Development Goals. An Ideas into Action Guidebook.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Feedback; *Goal Orientation; *Job Skills; *Leadership Training; *Management Development; Reinforcement; *Training
IDENTIFIERS- *Challenge

Current research and practice suggest that those who commit to pursuing goals immediately following a feedback experience are more likely to capitalize on their strengths and set a productive path for growth. Any intentional effort to learn, grow, and change involves seeking challenging assignments, training for targeted skills, and developmental relationships. Before seeking a new challenge or concentrating on a current one, a manager must decide if the goal is to develop a new leadership capacity, expand an existing capacity, or overcome a weakness. When seeking additional training, managers must first identify needed skills, decide which skills are best developed through targeted training, and choose an appropriate training program. There are many organizations, including professional associations and local colleges and universities, that provide management training. There are a dozen specific roles that others can play in a manager's efforts to learn and change: assessment roles (as feedback provider, sounding board, comparison point, and feedback interpreter); challenge roles (as dialogue partner, assignment broker, accountant, and role model); and support roles (as counselor, cheerleader, reinforcer, and cohort). Practical advice is given concerning these developmental roles, obtaining ongoing feedback, reflecting on progress, and using reinforcement. (Contains 11 references.) (MLH)

PUB TYPE- Books (010),Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Comparative Analysis; Cultural Pluralism; Educational Assessment; Educational Environment; Educational Policy; Elementary Secondary Education; Foreign Countries; Political Issues; *Politics of Education; *School Effectiveness; *Social Control
IDENTIFIERS- Australia; Canada; England; United States; Wales

This book reports on the outcomes of an international policy-research project concerned with how power is used in education to construct and discharge obligations among stakeholders. The collection of articles suggests how such processes might better serve educational ends. The research examines how the politics of education at the site and systemic levels have been contributing to the reconstruction of accountability policies in an international policy context, a context characterized by conceptual disarray, multi-reform strategies, blunt administrative instruments, and plurally political cultures. The text is divided into two parts. Part 1 reports on research conducted in North American settings, focusing on low-wealth school districts, on how to enhance accountability, on integrated governance, on authentic education accountability policies, and on patterns of social control in assessment practices. Part 2 provides research reports from England and Wales, and Australia, a comparative study of two Australian and Canadian systems, and then two philosophical chapters that examine some international dilemmas. (RJM)

ED 422 639 EA 029 324

McEwan, Elaine K.
How To Deal with Parents Who Are Angry, Troubled, Afraid, or Just Plain Crazy.
PUB DATE- 98
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; *Guides; Parent Attitudes; *Parent Grievances; *Parent School Relationship; *Principals; Problem Solving; School Administration

Few school principals receive training on how to handle problems with parents. Strategies that principals can use for dealing with such problems are presented in this book. Chapter 1 describes the parents of today's children and discusses the critical issues that cause misunderstandings in schools. Next, strategies for defusing parents who are angry, troubled, afraid, or just plain crazy are offered, followed by a problem-solving process that can be used in any situation. Some of the points emphasized include reflections on why parents act the way they do, what are the best ways to handle parents who are worried or worked up, how to handle the rare but not uncommon parent who is crazy, and how to use encounters with parents to grow as a professional. The next chapter looks at a school's environment and shows how to discover whether the principal and his or her faculty are unwittingly encouraging unhealthy communication in the school family. It includes discussions on presented here. The text opens with an overview of how schools have failed to use the latest ideas and technologies in educating students and how schools can draw on pragmatic idealism to teach children in a fragmented society. It details how to strive for wholeness in education and how to recognize and correct problems with morale and discipline. The book advocates ways to organize a school so that situations such as cafeteria problems and isolated groups of children no longer exist. It offers advice on empowering teachers, on building education teams, on using a schedule so that it does not become an end unto itself, and on building student-staff friendships. Ways to construct a whole curriculum are detailed, and suggestions on integrating curriculums, on grading and alternative assessment, on grouping students for success, and on establishing goals and then pursuing them are presented. The book closes with an overview of the importance of leadership. An appendix offers a 5-year plan, complete with forms, for recreating a school. (Contains a glossary, an index, and approximately 125 references.) (RJM)

ED 422 659 EA 029 346

Palestini, Robert H.
The Ten-Minute Guide to Educational Leadership: A Handbook of Insights.
PUB DATE- 98
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; Decision Making; *Educational Objectives; Elementary Secondary Education; Evaluation; *Instructional Leadership; Interpersonal Communication; Leadership
IDENTIFIERS- One Minute Manager (The)

Newly appointed and not so newly appointed school administrators often feel confused when faced with the prospect of having to assume a leadership role in complex organizations like schools. To help them master this process, a systematic way to diagnose a school's components is presented here. The system that is outlined correlates to the one described in the book "The One Minute Manager" (Kenneth Blanchard and Spencer Johnson. It is claimed that such a diagnostic system will lead to a comprehensive and integrated analysis of an organization's strengths and weaknesses. Each chapter is dedicated to 1 of 10 components of effective school leadership, focusing on the implementation of these principles. The chapters examine one-minute goal setting, one-minute praising, one-minute reprimanding, one-minute assessment of structure and culture, one-minute assessment of trust and respect, one- minute assessment of leadership styles, one-minute assessment of tolerance to change, one-minute assessment of the communication process, one-minute assessment of the decision-making process, and one-minute assessment of the conflict-management process. At the end of each chapter is a diagnostic checklist of questions that should be helpful in assessing the status of these principles in an institution. (RJM)

ED 422 660 EA 029 347

Kratz, Robert N.; Scott, Charles A.; Zechman, Harry T.

students with disabilities. The first section describes the background and organization of the policy forum. A review of the process and outcomes summarizes the following: introductory comments; the presentation by Bob Silverstein; initial perspectives regarding the new image of the continuum; development of a comprehensive, multifaceted, integrated continuum; a presentation by Howard Adelman; parameters of a new continuum; graphic representations; barriers to implementation; policy considerations; practice implications; research implications; and other implications and considerations. Appended are a participant list, the forum agenda, the background paper prepared for the forum, "The Continuum of Educational Options: Past, Present, Future" (Judy Schrag), additional brief papers by Howard Adelman, the initial output of the forum small group work, and a copy of the graphic representations developed to illustrate the new visions for the continuum. (DB)

ED 422 679 EC 306 629

International Consultation on Early Childhood Education and Special Educational Needs.
PUB DATE- 97
NOTE- 56p.; International Consultation on Early childhood Education and Special Education Needs (Paris, France, September 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conferences; *Delivery Systems; *Disabilities; *Early Childhood Education; Educational Change; Educational Policy; Educational Principles; Foreign Countries; Inclusive Schools; *International Cooperation; International Organizations; Needs Assessment; *Special Education; *Special Needs Students

This document reports on a 1997 international conference on early childhood education and special educational needs which examined policy, program development, and service provision. The conference's guiding principle was inclusion of young children with special needs in the context of needed services in both industrialized and developing countries. The summary of proceedings identifies issues addressed in the conference including obstacles to providing appropriate services, the role of policy, cooperation/collaboration among various private and public sectors, partnerships between specialists/professionals and parents, the role of assessment, and characteristics of good programs. Recommendations are provided which address international and national organizations concerning the following areas: international instruments; policy; cooperation, collaboration, and partnership; partnership and families; transitions; program planning and implementation (service provision); training; institutions for children; assessment; sustainability; communication (information dissemination); and funding (donor support). Appended are a list of participants and the conference agenda. (DB)

ED 422 680 EC 306 630

Lehmann, Jean P.; Sample, Pat L.
Partners in Transition: Preparing Transition Specialists. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

notebook, the assessment process, and using a case study of a student's functioning to plan Individualized Education Programs or remediation in regular education classrooms. Chapter 2, "Basic Reading Skills and Reading Comprehension" (Carroll J. Jones) discusses the construction of numerous word recognition CBAs. Chapter 3, "Reading Comprehension and Content Reading" (Carroll J. Jones), illustrates the preparation CBAs in reading and listening comprehension, and the content reading areas of science and mathematics. Chapter 4, "Mathematics" (Tandra Tyler-Wood and Carroll J. Jones), demonstrates the preparation and use of both math survey and specific area mathematics CBAs. Chapter 5, "Written Expression: Handwriting and Spelling" (Virginia J. Dickens and Carroll J. Jones), and Chapter 6, "Written Expression: Composition Skills and Written Composition" (Carroll J. Jones), provide detailed information on subject area CBA construction. (CR)

ED 422 697　　EC 306 660

Lloyd, John Wills, Ed.; Kameenui, Edward J., Ed.; Chard, David, Ed.
Issues in Educating Students with Disabilities. The LEA Series on Special Education and Disability.
PUB DATE- 97
NOTE- 409p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Antisocial Behavior; Attention Deficit Disorders; *Behavior Disorders; Classification; *Clinical Diagnosis; Cooperative Learning; Definitions; *Disabilities; Educational Strategies; Elementary Secondary Education; Emotional Disturbances; Federal Legislation; Females; Inclusive Schools; Interpersonal Competence; *Learning Disabilities; Mainstreaming; Social Development; *Student Evaluation; Student Placement; Teaching Methods; Theory Practice Relationship; Whole Language Approach

This book is designed to reaffirm the value of special instruction and to provide information on current research and practice which shows productive and successful outcomes. It addresses the definition of disabilities, the assessment of disabilities, instruction, special populations, special education legislation and policy, and integration. Specific chapters include: (1) "Defining Learning Disabilities: Consonance and Dissonance" (Kenneth A. Kavale and Steven R. Forness); (2) "Attention Deficit Disorders" (Janet W. Lerner); (3) "Defining Emotional or Behavioral Disorders in School and Related Services" (Steven R. Forness and Kenneth A. Kavale); (4) "Classification for Children" (Deborah L. Speece and Beth Harry); (5) "'Whether' Thou Goest...Perspectives on Progress Monitoring" (Stanley L. Deno); (6) "Programming: Aligning Teacher Thought Processes with the Curriculum" (Kenneth W. Howell and Marcia R. Davidson); (7) "Assessment of Social Competence in Students with Learning Disabilities" (Diane Haager and Sharon Vaughn); (8) "Comorbidity of Emotional and Behavioral Disorders" (Melody Takersley and Timothy J. Landrum); (9) "Theory of Mastery and Acceleration" (Siegfried Engelmann); (10) "Advances in Research on Instruction" (Barak Rosenshine); (11) "Accommodating Student Heterogeneity in Mainstreamed Elementary Classrooms through Cooperative

*Student Attitudes; Student Motivation
IDENTIFIERS- *Kuwait University

A survey of University of Kuwait medical students' perceptions of the English-language curriculum had three objectives: to compare their attitudes with those of Arabs from other Arab countries; elicit students' opinions of the English-based medical and science curriculum and the adequacy of their English language preparation; and assess the medical school's admission requirements. The language situation in Kuwaiti education and the university are described in some detail, and the study is reported. Subjects were 82 randomly-selected medical students studying English in the medical school program, administered a questionnaire concerning attitudes toward the English-language program, motivations for studying English, and educational background. Nine students failing their first-semester English course were also interviewed. Results indicate the students generally favor English language instruction and science instruction in English. Students' attitudes and motivation were consistent with those of Arab counterparts in other countries and university settings. Students not performing well in their first semester of English felt they had inadequate secondary school English language preparation, despite adequate academic preparation. It is concluded that the Faculty of Medicine must be sensitive to potential problems encountered by students with insufficient English language training. (Contains 18 references.) (MSE)

ED 422 715 FL 025 380

Ricento, Thomas, Ed.; Burnaby, Barbara, Ed.
Language and Politics in the United States and Canada: Myths and Realities.
PUB DATE- 98
NOTE- 372p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Alaska Natives; American Indian Languages; *American Indians; Bilingualism; Canada Natives; Civil Liberties; Comparative Analysis; Demography; English Only Movement; *English (Second Language); Federal Government; Foreign Countries; French; German; Indigenous Populations; Language Maintenance; *Language Minorities; Language Planning; *Language Role; *Official Languages; Political Influences; Politics of Education; *Public Policy; Uncommonly Taught Languages; War
IDENTIFIERS- Canada; Ontario; Quebec; United States

This collection includes the following essays on language and politics in North America: "Respecting the Citizens: Reflections on Language Policy in Canada and the United States" (Colin H. Williams); "The Politics of Language in Canada and the United States: Explaining the Differences" (Ronald Schmidt, Sr.); "Demographic Considerations in Canadian Language Policy" (Roderic Beaujot); "National Language Policy in the United States" (Thomas Ricento); "Life on the Edge: Canada's Aboriginal Languages under Official Bilingualism" (Mark Fettes); "Endangered Native American Languages: What Is To Be Done, and Why?" (James Crawford); "Legal Implications of the Official English Declaration" (Susan Miner); "Language Rights Theory in Canadian Perspective" (Joseph Eliot Magnet); "The Imposition of World War I Era English-Only Policies and the Fate of German in North America" (Terrence G. Wiley); "ESL Policy in Canada and the United States: Basis for Comparison" (Barbara Burnaby); "French-Language Services in Ontario: A Policy of 'Overly Prudent Gradualism'?" (Don Cartwright);

language abilities, classroom behavior, and establishment of identity are discussed, with illustrations from classroom interaction and conversations. It is concluded that the child came to inhabit a flawed identity in the classroom, and that she makes sense of her situation in terms of that identity. When she lost the support of her community, needing to speak on her own in a circle or to children who are not friendly to her, or needs to perform individually in front of the teacher, she appeared mentally disorganized and linguistically incoherent. Her efforts to avoid being caught not knowing something may distract her from using community cues she is ordinarily adept at using in other situations. Implications for classroom practice are discussed. Contains six references. (MSE)

ED 422 736 FL 025 435

Bushell, Brenda
Environment Education.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Japan Association for Language Teaching (23rd, Hamamatsu, Japan, October 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Classroom Techniques; Course Content; *Cross Cultural Studies; Educational Strategies; *Environmental Education; Foreign Countries; *Global Education; *Second Language Instruction; *Second Languages

Rationale and techniques for incorporating global environmental education into second language instruction are discussed. The approach suggested combines infusion of environmental issues into the curriculum and presentation of a global perspective on environmental problems and their solutions. Six concepts of global education are outlined: perspective consciousness; state of planet awareness; global interdependence; awareness of choice; self-esteem; and process mindedness. The language teacher's role and responsibility in teaching environmental issues is also examined. Finally, a language class project focusing on the environment is described. In the five-week project, high-intermediate to advanced second language students read two generic articles from an annual environment publication, extracted information, discussed pertinent issues, took quizzes and tests to test their comprehension, and wrote essays. Students conducted primary research on a variety of related topics, including eco-tourism, the greenhouse effect, the urban homeless, and a green business. A classroom environmental summit was also conducted. Project results, in terms of student learning, performance, and motivation, were encouraging. (Contains three references.) (MSE)

ED 422 737 FL 025 437

Schraeder, Laura L.
The Effectiveness of Color Coding on Middle School Students' Ability To Differentiate Explicit from Implicit Information in Narrative and Expository Texts.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Robst, John
Cost Efficiency in Public Higher Education.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Econometrics; Economic Factors; *Enrollment; Expenditures; *Higher Education; Input Output Analysis; *Public Colleges; *State Aid; State Universities; Two Year Colleges

This study used the frontier cost function framework to examine cost efficiency in public higher education. The frontier cost function estimates the minimum predicted cost for producing a given amount of output. Data from the annual Almanac issues of the "Chronicle of Higher Education" were used to calculate state level enrollments at two-year and four-year public institutions, total educational and general expenditures, research expenditures, state appropriations for higher education, and average tuition rates for the 1989-90 through 1992-93 academic years. It was found that, overall, inefficiency does exist in public higher education, in that states have costs that are about 20 percent above the estimated frontier. It also found that states with higher two-year school enrollments had higher efficiency rankings than states with lower two-year enrollments, and that larger university systems tended to be more efficient than smaller systems. A significant relationship was also found between the share of total educational expenditures provided by state appropriations and the degree of efficiency, in that states with the smallest and largest shares were more efficient than states in the middle group. (Contains 31 references.) (MDM)

ED 422 759 HE 031 354

Program Description: A National Program of the Association of American Colleges and Universities & the Council of Graduate Schools. Preparing Future Faculty.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 17p.; For other documents in the "Preparing Future Faculty" program, see HE 031 355-360.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Planning; *College Faculty; College Instruction; Community Colleges; *Cooperative Programs; Educational Attitudes; *Faculty Development; *Graduate Students; *Graduate Study; Higher Education; Partnerships in Education; Program Descriptions

This report provides an overview of the Preparing Future Faculty (PFF) program, initiated in 1994 to bring together clusters of colleges and universities in planning programs that introduce graduate students to faculty life in a variety of campus environments. PFF is especially designed to bring together research universities and the nearby undergraduate colleges that provide the bulk of employment opportunities for new Ph.D.s. The report discusses the future goals of the program, and notes that the initial benefits most often cited by participants included increased appreciation of the importance of being a good teacher, a better understanding of their own strengths and weaknesses, a broader understanding of faculty life, increased knowledge about shared governance, increased responsibility for their educations, and contains three development levels: the first-year Foundation Program, which includes self-reflective work, integrated humanities and quantitative courses, and hands-on experience developing and running a business; the third through fifth semester Intermediate Program, which includes integrated liberal arts courses and a core management program; and in the remaining three semesters, the Advanced Program, in which students follow a curriculum and co-curricular program developed with the assistance of mentors during the intermediate program. Institutional statistics and a list of milestones on Babson's path to reform are included. (MAB)

ED 422 777 HE 031 506

Stage, Frances K.; Muller, Patricia, A.; Kinzie, Jillian; Simmons, Ada
Creating Learning Centered Classrooms. What Does Learning Theory Have To Say? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For the full report, see HE 031 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attribution Theory; *Classroom Environment; Cognitive Style; *College Instruction; College Students; Constructivism (Learning); Higher Education; *Learning Theories; Locus of Control; Research and Development; Self Efficacy; Socialization; Student Development; Teaching Methods; *Teaching Models; *Theory Practice Relationship; *Undergraduate Study
IDENTIFIERS- Conscientisation; ERIC Digests

This Digest of a larger report with the same title examines the application of learning theory to the quality of learning in undergraduate college classrooms. Relevant theories are identified, including theories which address college students' attributions for success or failure, self-efficacy, social constructivism, conscientization, multiple intelligences, and learning styles. The knowledge base supporting these theories, as applied to college students, is briefly summarized. Specific practices which emanate from these theories and promote learning by college students are identified: they include social learning experiences, various instructional models that deviate from the lecture format, varying expectations for student performance, choices that allow students to capitalize on personal strengths and interests, overt use of sociocultural situations and methods that provide authentic contexts, and course material that demonstrates the value of diverse cultures. The digest concludes by posing questions which remain to be answered, such as how an instructor can help students learn by modifying their beliefs and attributions. (DB)

ED 422 778 HE 031 507

Stage, Frances K.; Muller, Patricia, A.; Kinzie, Jillian; Simmons, Ada
Creating Learning Centered Classrooms. What Does Learning Theory Have To Say? ASHE-ERIC Higher Education Report, Volume 26, No. 4.
SPONS. AGENCY- Office of Educational Research and Improvement

specifically at Yemen's national university, the University of Sana'a. It finds that university enrollment has been increasing very rapidly from 17,000 students in 1987 to a projected enrollment of 79,000 students by 2000. This explosive growth has resulted in overcrowded classrooms, insufficient staff resources, deteriorating physical plant and equipment, inadequate educational materials and equipment, and a low level of absorption of graduates into the labor force. The report urges the government to develop policies which consider the country's medium- and long-term needs and result in strategies that will make higher education a more effective investment to serve the needs of the country and protect its resources. Following an introduction, which reviews the university's founding in 1970, the next three sections describe the university, detail the university's structure and organization, and review its development. The next section identifies issues related to low internal efficiency and quality and to external efficiency, as measured by employment surpluses and shortages. A brief section on policy and institutional measures is followed by a section suggesting goals and strategies in the areas of performance and quality, efficiency, equity, and resources. Annexes and appendices provide data tables and additional detail. (Contains 16 references.) (DB)

ED 422 797 HE 031 530

Sherman, Mary Antoinette Brown
Building Consensus for Higher Education Reform in Africa: Some Reflections. Discussion Paper.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Change Strategies; College Administration; Decision Making; *Educational Change; *Educational Policy; Financial Support; Foreign Countries; *Government Role; Government School Relationship; *Higher Education; Needs Assessment; Political Influences; Universities
IDENTIFIERS- *Africa

This paper by the former president of the University of Liberia on building consensus for higher education reform in Africa begins by identifying three obstacles to reform: (1) lack of understanding of the complex African context which could result in setting the wrong goals for reform; (2) a political situation that inhibits freedom of thought and restricts the political participation of the majority of the continent's people; and (3) the lack of readily available funds to support reform. Approaches to removing these obstacles and facilitating reform are discussed in terms of consultation processes, organizational structures, and management decisions. Five specific management actions are urged: instituting proper financial management; computerizing student records; instituting overall personnel policies; establishing a university relations office; and establishing a planning unit. In addition, the roles of key actors and interest groups students, governments, graduates, other higher education institutions, and international donor agencies are addressed. (Contains 13 references.) (DB)

ED 422 798 HE 031 556

Pitter, Gita Wijesinghe; Whitfield, Duane; Lanham, Claudia;

analysis of variance study. Logistic regression identified self-efficacy and physical fitness as positive predictors of freshman retention, while judgment and empathy were negatively associated with persistence. Three reasons were identified for freshman attrition: inability to handle stress, mismatch between personal expectations and college reality, and lack of personal commitment to a college education. Intervention strategies to prevent early withdrawal are also discussed. Four tables summarize some of the data. (Contains 22 references.) (CH)

ED 422 815 HE 031 573

Wambach, Cathrine; delMas, Robert
Evaluating Freshman Composition: A Multimethod Approach. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Writing; *College English; *College Freshmen; Course Evaluation; *Freshman Composition; Higher Education; *Student Evaluation; Student Improvement; Student Placement; Writing Evaluation; Writing Improvement; *Writing Skills
IDENTIFIERS- *AIR Forum; University of Minnesota

A study evaluated a new freshman writing course offered to students at the University of Minnesota who were underprepared for study at a major research university. In the fall of 1997 it was proposed that all freshmen be placed in for-credit, strengthened, basic writing courses rather than placing certain students in non-credit, pre-college-level remediation courses. The study then examined course completion rates, students' attitudes toward the courses, students' performance in future courses, and growth in student writing. At the end of the first year, 87 percent of students had successfully completed the basic writing course. Additionally, when students were asked to compare the basic writing course with similar high school courses, the results showed that they were completing the basic writing course because they felt challenged and not because the course was easy. A review of students' grades in other writing courses found that students taking the basic writing course were well prepared for future composition courses. And student papers rated by trained raters showed that students were performing important writing tasks at the expected level. The study concluded that the new writing program was achieving its goal of preparing all freshmen for basic writing at the college level. (CH)

ED 422 816 HE 031 574

Pollicino, Elizabeth B.; Hall, Clover W.
Strategic Planning, Assessment and Accountability: Their Impact on the Establishment of Centers of Excellence in Academic Departments. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Failure; *Academic Persistence; College Attendance; College Students; *Community Colleges; Community Colleges; Declining Enrollment; Dropout Research; Educational Mobility; *Enrollment Influences; *Enrollment Management; *Outcomes of Education; *School Holding Power; Student Attrition; Student Evaluation; Two Year Colleges
IDENTIFIERS- *AIR Forum

The goals of this study of student outcomes were to find ways to better manage enrollments, husband teaching and administrative resources, reduce attrition, and better understand the needs and expectations of students. The study examined data for 2,262 first-time, associate degree-seeking students entering a mid-sized rural college in the mid-Atlantic region during the fall semesters of 1991-93. After eight semesters, students were classified as: (1) achievers: students earning a degree and transferring to a four-year college, students earning a degree, students transferring to a four-year college without earning a degree, students who had not graduated but had earned at least 30 credits; (2) persisters: students still currently enrolled; and (3) nonachievers: students leaving college without graduating or transferring or earning at least 30 credits. Data was analyzed for overall student outcomes and for ethnicity, college preparation, lag time between high school graduation and college entry; age; and curriculum choice. Logistic regression of the data found that 34 percent of students were achievers; that is, those graduating, transferring, or attaining sophomore status in good standing; 24 percent were persisters. One of the most striking findings was that students who changed curriculum were more likely to be successful. Thirteen data tables supplement the text. (Contains 8 references.) (CH)

ED 422 833   IR 018 966

Umbach, Kenneth W.
The Internet: A California Policy Perspective.
PUB DATE- 97
NOTE- 133p.; Prepared at the request of Assemblywoman Elaine White Alquist Representing the Silicon Valley.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Computer Uses in Education; Distance Education; Electronic Libraries; Freedom of Speech; *Information Policy; Information Technology; Intellectual Property; *Internet; Privacy; *State Government; Telecommunications
IDENTIFIERS- *California; Data Security; *Electronic Commerce

This paper reviews the background and key terminology of the Internet, its current scope and use, and a selection of public policy issues. "Chapter 1: What Is the Internet?" includes an overview; capsule history; explanation of how the Internet works; basic terminology; and the kinds of information available on the Internet. "Chapter 2: Commerce on the Internet" discusses general requirements of electronic commerce; digital signatures; online payment systems; taxation and the Internet; business and professional licensure and certification; competition with local businesses; trademark and domain name disputes; antitrust issues; telecommunications regulation; impact on the phone system; online commerce risks from power failures; and policy options. "Chapter 3: Government on the Internet" gives and overview of federal, California the instructor to have greater input into each student's learning experience; (4) continuing concerns, including student access to the Internet and student frustration with the divergence from more familiar teaching models; and (5) student reaction. (AEF)

ED 422 850 IR 018 991

Daughton, William J.
A Method for Teaching Integrated Product Team Concepts to Remote Students.
PUB DATE- 98
NOTE- 5p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Awards; Business Administration; *Cooperative Learning; Course Evaluation; Distance Education; Electronic Mail; *Engineering Education; Evaluation Criteria; Graduate Study; Higher Education; *Institutional Evaluation; Introductory Courses; Student Attitudes; *Student Projects; Teaching Methods; *Teamwork
IDENTIFIERS- *Malcolm Baldrige National Quality Award; *Product Development; University of Colorado Boulder

The graduate program in Engineering Management at the University of Colorado at Boulder offers a Master in Engineering for working, professional engineers preparing for early management positions. The program is offered to traditional, on-campus students and to remote students through the Colorado Advanced Training in Engineering and Computer Science (CATECS) program. The experience of an integrated product team was added to the introductory course in the program. The class was divided into eight integrated product teams whose challenge was to develop a final product--a single, comprehensive assessment of the application of a fictitious company for the Malcolm Baldrige National Quality Award. Feedback was solicited from the students at three points during the semester. All of the responding students indicated no major difficulty in finding a team that matched their interest. During the course of the semester, students indicated that the majority of interaction among team members was via e-mail. At the end of the semester, 88% of the students felt that this project gave them a very good to excellent appreciation of how a company can be assessed using the Baldrige criteria, and all respondents indicated a good to very good appreciation of how an integrated product team works. (AEF)

ED 422 851 IR 018 992

Feen, Hildy; Brickner, Judy
Creating Service Policies for Computer Conferencing.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Communications; Classroom Design; Cooperative Programs; Delivery Systems; *Distance Education; Electronic Classrooms; Engineering Education; Higher Education; *Interactive Television; Intercollegiate Cooperation; Multimedia Instruction; Networks; Nuclear Power Plants; Teaching Methods; *Team Teaching; Telecommunications
IDENTIFIERS- *Course Development; Ohio State University; Technology Integration; University of Cincinnati OH

Ohio State University and the University of Cincinnati have collaborated on development and presentation of a team-taught course on nuclear power plant systems and operations; the course is offered to students at both universities through interactive video. This paper discusses the following lessons learned and recommendations: (1) successful presentations depend upon equipment and communication links functioning properly; (2) careful attention to classroom layout, particularly camera placement, is important; (3) use of an electronic classroom places significant additional responsibilities on instructors over traditional teaching methods; (4) it is a non-trivial matter to understand the operation and maintenance of equipment and the integrated performance of the classroom; (5) situations will arise which prevent a session from proceeding; (6) effective use of multimedia requires a greater degree of preparation and presents additional logistical problems; (7) changes in teaching style are needed if students are to actively participate; (8) coordination among instructors is required to ensure all aspects of a course are adequately carried out; (9) students and faculty both benefit from having teaching responsibility shared among faculty from two universities; and (10) working on a common project facilitated further collaboration between the universities. Future plans and improvements are also discussed. Contains 10 references. (DLS)

ED 422 871 IR 019 012

Schauer, Jolene; Rockwell, S. Kay; Fritz, Susan; Marx, Dave
Education, Assistance, and Support Needed for Distance Delivery: Faculty and Administrators' Perceptions.
PUB DATE- 98
NOTE- 10p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Curriculum Development; Delivery Systems; *Distance Education; *Faculty Development; Higher Education; Instructional Design; Interaction; Material Development; Needs Assessment; *Professional Continuing Education; Teacher Surveys; Teaching Skills
IDENTIFIERS- Administrator Surveys; *Support Services; *Teacher Needs; Technology Integration; University of Nebraska Lincoln

This paper reports the results of a survey that addressed the type of preparation faculty at the University of Nebraska-Lincoln want to help them build appropriate teaching skills for distance education delivery. Specifically, it examined the type of education, assistance, and support faculty need to develop

(150)
DESCRIPTORS- *Affective Behavior; Audiovisual Communications; *Classroom Communication; *Communication Skills; *Distance Education; Educational Television; Interaction; *Interactive Television; Interpersonal Communication; Military Training; Postsecondary Education; Student Attitudes; Teacher Attitudes; Teacher Behavior; Teacher Characteristics; Teacher Education; Teacher Selection; *Teaching Skills; Telecourses; Television Teachers
IDENTIFIERS- Air Force; *Interactive Communication; Interactive Teaching; Virtual Classrooms

Current technology provides many new ideas and alternatives to traditional education and training practices. From the experience of the U.S. Air Force (USAF) Academic Instructor School (AIS) and current research in the field, teaching via interactive television (teleseminar/video teletraining) requires new teaching skills and new ways of thinking about the classroom. This paper briefly identifies and discusses some of the instructor skills that have been identified by the AIS as critical to the success of its Interactive Television (ITV) educational or training broadcasts. The paper begins by providing background on distance learning including the USAF definition of distance learning: "Distance learning is structured learning that takes place without the physical presence of the instructor." The affective component of distance learning is then discussed. Highlights include: the relationship between attitudes and behaviors displayed by an instructor and attitudes and classroom behaviors of students; adjectives used by students to describe a teacher's most outstanding quality; selection of instructors for distance learning delivery via interactive television; and maintaining student interest. Communication skills are considered, including clarity of speech, enunciation, grammar, vocabulary, questioning skills, non-verbal communication, and listening skills. (Author/DLS)

ED 422 889   IR 019 032

Adler, Richard P.
Jobs, Technology, and Employability: Redefining the Social Contract.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Conferences; Cooperative Programs; Economic Factors; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; *Employment Practices; Information Technology; Job Development; Organizational Development; Trend Analysis

The topic of the 1997 annual meeting of the Aspen Institute's Forum on Communications and Society (FOCAS) sprang from the previous work of the FOCAS in the areas of education, lifelong learning, and technology. This report examines the changing nature of the employee-employer relationship and whether the economic, technological, demographic, and social trends driving the global economy will lead to the development of a new "social contract" between them. It is an informed observer's interpretation of the discussions that took place at the meeting in Aspen. The main themes of the conference are placed into a broader context to allow for the understanding of the changing employment relationship, and the collaborations and other initiatives suggested by conference participants are

EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Archives; Electronic Publishing; *Electronic Text; *Government Publications; *Guidelines; Methods; *Preservation; *Records Management; *World Wide Web
IDENTIFIERS- *Web Sites

This report describes a project to develop better records management and preservation strategies for electronic information available on state and federal agency websites. The project had the following goals: to provide a theoretical and conceptual framework within which to understand records management and historical preservation issues related to government websites; to provide a statement of records management and historical preservation principles as they apply to government websites, based on an empirical assessment of state and federal website activities; to provide model guidelines for webmasters and records managers concerning management and preservation of electronic records on government websites; and to promote awareness in, and education of, archivists and records managers concerning measures to be taken in order to manage and preserve historically valuable records on government websites. The report is organized in six chapters. Chapter 1, "Introduction" discusses the objectives and significance of the study and describes the organization of the report; chapter 2, "Selected Literature Review"; chapter 3, "Website Records Management in the States"; chapter 4, "Website Records Management in Federal Agencies"; chapter 5, "Seven Federal Agencies' Electronic Records Policies: A Side-by-Side Comparison"; and chapter 6, "Guidelines for Electronic Records Management on State and Federal Agency Websites." Appendices include site visit probes; site visit participation forms; supplementary data collection from World Wide Web Federal Consortium; and list of project advisory committee members. (Contains 81 references.) (Author/SWC)

ED 422 908 IR 057 012

Bertot, John Carlo; McClure, Charles R.; Fletcher, Patricia Diamond
National Survey of U.S. Public Libraries and the Internet, 1997. Final Report.
SPONS. AGENCY- National Commission on Libraries and Information Science, Washington, DC. National Program for Library and Information Services.
PUB DATE- 97
NOTE- 129p.; For 1996 report, see ED 398 932.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Government Role; Information Policy; Information Services; Information Technology; *Internet; *Library Networks; *Library Services; *Library Surveys; National Surveys; Online Systems; *Public Libraries; Shared Resources and Services
IDENTIFIERS- *Connectivity

The purpose of this study was to obtain descriptive information about the nation's public library connectivity, use, and costs related to the Internet. The study gathered data from a national sample of public libraries from the period between May and July 1997. Unlike the 1994 and 1996 students, the 1997 study drew a new library sample that differed in 3 significant perspective: (1) general issues of reform and the importance of context in change efforts for secondary schools; (2) considerations of simultaneous reform efforts in schools; (3) continuing centrality of the academic core; and (4) its impact for vocational education reforms. Policy implications were constructed on a framework using the concepts of will, capacity, and accountability. (Contains 47 references) (YLB)

ED 422 473 CE 076 991

"Overqualified" & Underemployed?
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Age Discrimination; Career Choice; *Education Work Relationship; *Employer Attitudes; *Employment Qualifications; Foreign Countries; Labor Market; National Surveys; Older Adults; *Personnel Selection; *Recruitment; Trend Analysis; *Underemployment
IDENTIFIERS- *United Kingdom

The problem of underemployment in the United Kingdom was examined in two studies. The first study sample, which was selected to be representative from the standpoints of firm size, 8 business types, and the United Kingdom's 14 economic regions, included 474 recruiters. They were interviewed by telephone regarding their recruitment problems. In the second study, qualitative interviews were conducted with 30 employers and various recruitment agencies, outplacement consultants, and graduate career advisors. One-fourth of the medium and large firms considered overqualified applicants a problem. Employers offering relatively low-level or unskilled jobs stated that they receive large numbers of applications from university graduates and even postgraduates. Recruiters often expressed reservations about hiring graduates for low-level positions out of fear that they would demand more money, faster promotion, and more interesting jobs than less qualified applicants would. Career consultants reported that some employers use overqualification as an excuse for rejecting mature applications, whereas other employers fear that experienced applicants will want more money, more responsibility, and quicker promotion. Career consultants also stated that people who have been downsized often apply for unsuitable jobs out of desperation and that employers sometimes attract unsuitable applicants through hyperbolic or vague advertising. (MN)

ED 422 474 CE 076 992

Zhao, Peisheng; Nania, Sharon
Middle School Guidance and Career Development (Career Cadre Initiative). 1997-1998 Final Report.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workforce Preparation and Continuing Education.; New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; *Career Guidance; Education Work Relationship; Educational Finance; Federal Aid; Federal

list; references; student preparation; introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed for each task box on the competency profile. The student laboratory manual contains a DACUM chart and learning modules. Each module in the student manual includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (YLB)

ED 422 489 CE 077 012

Laser Machining Series. Educational Resources for the Machine Tool Industry. Course Syllabi, Instructor's Handbook, and Student Laboratory Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 1206p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.
LANGUAGE- English
EDRS Price- MF09/PC49 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Computer Assisted Design; *Computer Assisted Manufacturing; Course Descriptions; Curriculum Design; Curriculum Guides; *Drafting; Educational Certificates; Electronics; Instructional Materials; Job Skills; Job Training; *Lasers; Learning Activities; Learning Modules; Machine Tool Operators; Machine Tools; *Machinists; *Numerical Control; Optics; Postsecondary Education; Student Certification; Student Evaluation; Teaching Methods; Technical Education; Troubleshooting
IDENTIFIERS- DACUM Process

This package consists of course syllabi, an instructor's handbook, and a student laboratory manual for a 1-year vocational training program to prepare students for entry-level employment as laser machining technicians. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with 10 duties (and supporting technical workplace competencies): practice laser safety; apply mathematical concepts; perform measurement and inspection; troubleshoot industrial electronics and control; apply concepts of modern optics; perform computer numerical control machining; investigate industrial laser systems; perform computer-aided drafting; perform laser materials processing; and perform computer-aided manufacturing. The first volume contains the justification, documentation, and course syllabi for the courses. Each syllabus contains the following: course description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The two-volume instructor's handbook consists of technical training modules that include some or all of the following: time required; duty; task; objective(s); instructional materials list; references; student preparation;

ED 422 504 CE 077 032

Simonsen, Peggy
Promoting a Development Culture in Your Organization: Using Career Development as a Change Agent.
PUB DATE- 97
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; *Attitude Change; Behavior Change; Business Administration; *Career Development; Change Agents; *Change Strategies; Futures (of Society); *Organizational Change; *Organizational Development; Planning

This book proposes that organizations must change their culture and that they must define what the new culture should look like. It states that the need to change the culture is a need to build a "development culture," which includes behaviors seen as desirable in employees and managers to keep organizations competitive in a rapidly changing marketplace. The behaviors are the following: constant learning, self-responsibility, continually adding value, and flexibility and adaptability. The 15 chapters of the book are organized in three parts. Part 1, "The Need for a Development Culture," discusses the factors that are causing the need to change organizational cultures and introduces some ways to look at the concept of culture. It also provides a view of the scope of a career development intervention needed to affect the culture. Part 2, "Roles and Responsibilities in a Development Culture," looks at all the roles and responsibilities that are necessary for or support using career development as a change agent in altering the culture. Part 3, "Designing a Career Development System That Builds a Development Culture," lays out the steps needed to implement a comprehensive career development process that can promote a development culture. Throughout the book, vignettes describe successful and unsuccessful attempts to institute career development in organizations. (Contains references.) (KC)

ED 422 505 CE 077 037

Scribner, Jay Paredes; Wakelyn, David
Youth Apprenticeship Experiences in Wisconsin: A Stakeholder-Based Evaluation.
PUB DATE- 97
NOTE- 25p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Career Development; *Education Work Relationship; *Integrated Curriculum; Learning Activities; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; *State Programs
IDENTIFIERS- *Wisconsin

The experiences of stakeholders in Wisconsin's youth apprenticeship programs are used to provide insights for other policy-makers and educators contemplating or currently implementing youth apprenticeship programs. In-depth interviews, focus group interviews, and surveys with more than 100 students, parents, employers, and instructors were used to examine the extent to which Wisconsin's youth apprenticeship

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); *College Graduates; Foreign Countries; *Individual Development; Postsecondary Education; Student Attitudes; *Student Educational Objectives; Unemployment; *Vocational Education
IDENTIFIERS- Australia (South Australia); *TAFE (Australia)

A study of higher education graduates participating in South Australian technical and further education (TAFE) courses concentrated on the reasons they chose TAFE courses and how appropriate they found them. Survey instruments were developed, and a census of 3,731 higher education graduates who enrolled in the South Australia Department of Employment, Training, and Education courses was conducted. Previous research on the articulation of higher education graduates to TAFE was analyzed. Findings indicated the most likely reason for higher education graduates to undertake TAFE studies was for personal development, followed closely by "to gain practical skills not obtained in my higher qualification" and "for interest or recreation." Females were significantly more likely than males to choose "for interest or recreation" even when only enrollments in the labor force were considered. Unemployed persons were significantly more likely to choose "to attain English language skills" compared to those employed full and part time. Over 88 percent of enrollments indicated TAFE studies were very appropriate or appropriate to fulfilling the reasons for undertaking their studies. Around three-fourths of respondents rated each aspect of teaching style and course design to be appropriate. (Contains 21 references and survey instruments.) (YLB)

ED 422 523 CE 077 072

Harris, Roger; Willis, Peter; Simons, Michele
Learning the Job: Juggling the Messages in On- and Off-the-Job Training.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 276p.; "With Fiona Underwood."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Constructivism (Learning); *Education Work Relationship; Educational Environment; Foreign Countries; Individual Development; *Off the Job Training; *On the Job Training; Postsecondary Education; School Business Relationship; Vocational Education; *Work Experience Programs
IDENTIFIERS- Australia (New South Wales); Australia (South Australia); Australia (Western Australia); *TAFE (Australia)

This report is an interpretative examination of on- and off-job sites as learning environments. It explores meanings that apprentices, workplace mentors, and technical and further education (TAFE) teachers develop and place on integrated training. Key insights from research on 32 apprentices, 21 host employers, and 6 TAFE teachers in South Australia are tested against counterpart samples: 76 apprentices, 59 host employers, and 120 TAFE teachers, in New South Wales and Western Australia. The report begins with the story of Mario, an apprentice, and Sam, a builder, to emphasize that this is a human story in an ordinary work context. Five main sections analyze the study's context and the learning environments constructed by the host employers (on job) and teachers (off job). They include the apprentices' experiences of these constructed learning environments, perceptions of the

Abuse Treatment.
PUB DATE- 97
NOTE- 33p.; "Cover illustration" by Kenneth Wurl. Also available in Braille, large print, or audiotape.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Self Destructive Behavior; Sexual Abuse; Sexuality; *Substance Abuse; *Youth; Youth Problems
IDENTIFIERS- Minnesota

This booklet describes the population of youth in chemical dependency treatment programs. The Minnesota Student Survey was administered to 500 voluntary adolescent participants in inpatient and outpatient chemical dependency treatment programs in 1995 and 1996. These youth were matched with adolescents selected randomly from the public school student population. This analysis provides a comparison between youth in treatment programs and youth in public schools. Survey administration, matching process, and criteria for admission to chemical dependency treatment are reviewed. A description of the youth, their families, and their environments includes information about family composition and relationships, family alcohol and drug problems, family violence, sexual abuse, date violence and rape, and multiple victimizations. Levels of psychological distress are described; the picture includes low self-esteem, emotional distress, suicidal behavior, and self-injury. Insights into sexual activity levels, school perceptions, and behaviors are presented. Antisocial and illegal behaviors, including delinquent behavior, recent trends in substance use, cigarette use, alcohol and drug use prevalence, high-risk substance use, and consequences of substance use are discussed. The findings are summarized, and recommendations are presented. (Contains 32 references.) (EMK)

ED 422 542 CG 028 616

Hayes, Denise; Murry, Sherri
African American Women's Self Esteem Workshop: Yalom Meets Karenga.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Convention of the Association of Black Psychologists (10th, Atlanta, GA, August, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; College Students; *Females; *Group Guidance; Higher Education; *Multicultural Education; *Self Esteem; Student Personnel Services
IDENTIFIERS- *African Americans

Yalom's group theory and Karenga's Afrocentric paradigm are integrated in a workshop for African American women via the topical themes of each workshop session, the developmental approach from a semistructured group to a process-oriented group, and the process of training a practicum student. A six-week, semi-structured self-esteem workshop was established to address the needs of African American women students (N=8) in a predominately White university. The group had both psychoeducational components and opportunities for processing of reactions. Objectives for members were to develop a healthy self-esteem, explore one's self in relationships, learn to trust other African American women, challenge irrational ability needs of pupils. Pupils should do much writing which relates to the reading of the basal text and library books. Pupils need to achieve rich and diverse listening, speaking, reading, and writing vocabularies. There are numerous learning opportunities for pupils to develop each vocabulary. The spelling curriculum should be aligned as much as possible with writing activities. There needs to be a continual emphasis placed upon reading with its vocabulary and knowledge to be developed as well as skills to become independent readers. Ideas from the past which are still important today are: (1) sequence in reading instruction whereby the individual class levels stated what pupils are to learn and when; and (2) individual differences among pupils were provided for with individual promotion from one class level to the next. What is important in reading is that the interests and abilities of pupils are matched with the right reading materials so that the pupil may achieve as optimally as possible. (RS)

ED 422 561 CS 013 264

Ediger, Marlow
Reading and Vocabulary Development.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Environment; Classroom Techniques; Elementary Education; *Learning Processes; *Reading Instruction; Reading Skills; Spelling; Student Development; *Vocabulary Development; Vocabulary Skills; Writing Skills
IDENTIFIERS- *Meaningfulness

This paper suggests that vocabulary knowledge is closely related to the background knowledge required for reading a text. It suggests ways in which the reading teacher can select objectives for pupils to achieve in the area of vocabulary development, emphasizing what is relevant and functional. The paper makes the following recommendations: objectives in vocabulary development need to emphasize the importance of meaningful learning and should emphasize pupils experiencing the concept of providing for individual differences; each day the teacher should read aloud to pupils during story time; pupils can discuss ideas obtained from listening to the library book read or from personal readings pursued; the classroom should have one or more listening centers with cassette tapes related to an ongoing lesson or unit of study and one or more speaking centers where students may give oral book reports and interact with audiovisual materials to locate information for problem solving; ample emphasis should be placed upon pupils practicing writing, such as daily diary writing, developing a dictionary, and engaging in storytelling activities; there should also be many objects and items at an interest center, such as aquariums or terrariums, whereby pupils may discuss each; a quality spelling program should help pupils to become better readers, including stressing both inductive and deductive thinking; and pupils should learn to spell relevant words contained in computer packages, using writing activities. (CR)

ED 422 562 CS 013 266

Wilson, Margaret S.
Skills-Based or Whole Language Reading Instruction? A Comparative

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Introductory Courses; *Scientific and Technical Information; Scientific Methodology; *Technical Writing; Text Structure
IDENTIFIERS- Historical Materials; *Rhetorical Form; Science Writing; *Technical Communication

One of the more difficult elements to teach well in the introductory technical writing classroom is rhetorical form. Although textbooks have gotten much better than in the past at teaching this element, some still imply that structure is a matter of filling up a set form with content. One way to help students avoid this difficulty is to introduce them to historical examples of technical communication to demonstrate three principles about form: (1) form is conventional and has changed over the centuries; (2) earlier technical communicators connected form and thought in sophisticated ways; and (3) early writers used various formal strategies to communicate to a particular audience to achieve rhetorical goals. A good example of 18th-century scientific discourse to use in the contemporary classroom is a section from James Bradley's 1748 "A Letter to the Right Honourable George Early of Macclesfield concerning an apparent Motion observed in some of the fixed Stars," which provided the first evidence of nutation, or the wobbling of the earth on its axis due to the gravitational influences of the sun and the moon. Presented before the Royal Society, the paper contains a classic example of analytic arrangement, a method of organizing a discourse so that it at least appears to recreate the steps in the scientist's experimental problem-solving process. Because of the rhetorical power of analysis, contemporary students would benefit from studying its application in 18th century scientific discourse. (RS)

ED 422 581   CS 216 472

Haroian-Guerin, Gillisann
Genre and Gender: Questions in the Post-Theory Classroom.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feminist Criticism; Higher Education; Literary Genres; *Sex Differences; *Theory Practice Relationship; *Writing (Composition); *Writing Instruction; Writing Research
IDENTIFIERS- *Composition Theory; Gender Issues; *Genre Approach; Womens Ways of Knowing

A major tenet of feminist rhetorical theory is that there exists a "women's way" of writing. At the same time, much writing deals with the strong shift in the relationship between theory and practice in the fields of literature, composition, and cultural rhetoric. A study examined the intersection of genre and gender theory with the actual writing of students, and results indicated that practitioners have to be cautious when translating theory into their classrooms. In two sophomore writing sections ("205-one"), for a variety of genres encompassing the personal narrative (diary, letter, speech, etc.) students created a reader/writer's history of themselves at the start and the end of the course. In two other sophomore presence/absence of AAC and level of situational formality. Their responses were audiotaped, transcribed, rated for degree of equivocation, and coded for disfluencies. Results of ANOVA showed that AAC did result in equivocation, but also that formality level interacted with AAC in influencing equivocation. Subjects used filled pauses, surprisingly, in the condition within which they equivocated the least, although they produced other disfluencies (combined) within conditions where they equivocated the most. Findings demonstrate that, with regard to the antecedents of equivocation, the Bavelas group was right in claiming that AAC routinely leads to increased equivocation. Future research should aim for a clearer conceptual definition of "formality," and the search for antecedents should extend to individual differences as well. A more reliable method of rating degree of equivocation (as defined by Bavelas) must be used, employing more trained judges. With regard to the psycholinguistic profile of equivocation, the notion that both filled pauses and false starts might provide a substantive index of AAC-based equivocation are not supported. (Contains 2 tables of data and 12 references; an appendix contains "experimental stimuli.") (NKA)

ED 422 599 CS 509 895

Bleses, Dorthe, Ed.; Wagner, Johannes, Ed.
Papers in First Language Acquisition. Odense Working Papers in Language and Communication No. 16.
PUB DATE- 98
NOTE- 100p.; Papers presented at a conference on psycholinguistic research into child language acquisition (Odense, Denmark, September 23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Developmental Stages; Foreign Countries; *Language Acquisition; *Language Research; Nature Nurture Controversy; *Psycholinguistics; *Young Children
IDENTIFIERS- *Nordic Countries; Past Tense; Speaking Writing Relationship

This collection of papers is from a conference held at Odense University, Denmark on recent research in language acquisition in children. Following an introduction by the editors, it contains the following papers: "Development in a Connectionist Framework: Rethinking the Nature-Nurture Debate" (Kim Plunkett); "Experimental Evidence on the Acquisition of Past Tense Inflection in Danish, Icelandic and Norwegian Children" (Hrafnhildur Ragnarsdottir, Hanne Gram Simonsen, and Dorthe Bleses); "Signifying Subjects" (Chris Sinha); and "Speaking versus Writing--An Experimental Approach to Narrative Discourse Production" (Sven Stromqvist). (NKA)

ED 422 600 EA 028 853

Hadderman, Margaret
Charter Schools. ERIC Digest, Number 118.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

ED 422 619   EA 029 276

Kirkland, Karen; Manoogian, Sam
Ongoing Feedback: How To Get It, How To Use It. An Ideas into Action Guidebook.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Check Lists; *Feedback; *Goal Orientation; Guidelines; *Job Skills; *Management Development

Feedback provides information that lets people know how they are doing. When they are monitoring their everyday work, it lets them know how they measure up. When they are setting development goals, it reinforces changes they are making. Many people know they need feedback, but are unsure how to get it. Three things must be considered: whom to ask, when to ask, and how to ask. Feedback should be asked of an honest, credible, and respected person who will encourage the asker to improve effectiveness. It should be someone with a different work style (a boss, colleague, friend, or adviser) who can observe the asker's behavior, show interest in his/her effectiveness, and communicate directly, honestly, and specifically. Requestors should ask for daily feedback after they have determined their development goals. The more often they get feedback, the sooner they can pursue their goals. The quality and quantity of information received depends on how one asks for it. This booklet recommends the Situation-Behavior-Impact model to elicit relevant, forthcoming feedback. Receivers should evaluate feedback accuracy, value, and importance; thank donors; and be able to explain politely why they may not act on particular suggestions. Contains a checklist and seven references. (MLH)

ED 422 620   EA 029 277

McCauley, Cynthia D.; Brutus, Stephane
Management Development through Job Experiences: An Annotated Bibliography.
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Learning; Elementary Secondary Education; *Individual Differences; *Management Development; *On The Job Training; Sex Differences; *Work Experience
IDENTIFIERS- *Knowledge Development

Development through learning (the concept that managers learn, grow, and undergo personal change resulting from the roles, responsibilities, and tasks encountered in their jobs) has become an important field with a developed body of literature. Although on-the-job experiences have always been a powerful source of managerial learning, they have only been studied for about 15 years. This annotated bibliography tries to illuminate this growing body of knowledge. The report is organized into three major sections. The first focuses on developmental jobs--their role in management development, their characteristics, identifying school sicknesses, how to spot a healthy school, and steps to be taken if a school's environment is unhealthy. The last chapter, on proactive steps, includes 50 suggestions for fostering a supportive and involved parent community. (Contains 50 references and an index.) (RJM)

ED 422 640 EA 029 325

Sesno, Alice Healy
97 Savvy Secrets for Protecting Self and School: A Practical Guide for Today's Teachers and Administrators.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Guides; School Security; *Teacher Empowerment; *Teacher Role; Teacher Student Relationship; *Teachers
IDENTIFIERS- *Self Protection

A teacher's professional integrity faces numerous challenges in the classroom. To help educators safeguard against potentially career-ending incidents, numerous "survival rules" are provided in this text. It argues that teachers must safeguard themselves with self-protecting knowledge and, in some instances, must reprogram themselves with new behaviors and new responses to their perceptions of students' needs. Some of the advice offered is as follows: never leave your class alone, keep the door open when you're with a student, handle discipline yourself, always keep a copy of reports, take restrained children to the school nurse immediately, keep five "super" lesson plans in reserve for desperate moments, build rapport with your classes, form parent and student support groups, never keep a suicide threat a secret, always inform parents of curriculum changes, do not give medical advice or medicine to students, do not release records to strangers, always salute the flag, do not show films you have not seen, dress appropriately, never allow a sick child to go home alone, never condone bullying, do not give or accept special gifts, keep the keys to your kingdom, use students' proper names, do not allow profanity, do not go it alone, be protective and supportive of homeless students, and understand sexual harassment. (RJM)

ED 422 641 EA 029 326

Sigford, Jane E.
Who Said School Administration Would Be Fun? Coping with a New Emotional and Social Reality.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (To Environment); *Beginning Principals; *Coping; Elementary Secondary Education; Interpersonal Competence; Principals; Problem Solving; School Administration

Suggestions on how to navigate the difficult transition from teacher to administrator are presented in this book. Chapter 1

A Primer on School Budgeting.
PUB DATE- 98
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; Budgets; *Educational Finance; Educational Planning; Elementary Secondary Education; Money Management; Resource Allocation; School District Spending; School Funds

School district budgeting is a daunting process. To help administrators, board members, and teachers who are not as knowledgeable on the subject as they feel they need to be, a practical manual on the budget-development process is offered here. Three themes are established early in the book: "budgeting is planning"; "administration in budgeting is necessary leadership"; and "communication pervades all aspects of budget development." The first two chapters develop the background for the practical-oriented chapters that follow. These early chapters demonstrate how to address problems encountered by those assigned to build the budget and emphasize that budgeting is a goal-oriented planning process. Chapters 3 through 5 then offer descriptions of how a budget is put together, approved, and used. These process stages are meant to be descriptive and are not intended to serve as directions for assembling a budget since there are many variations on the specifics of actual budgeting. Furthermore, these latter three chapters are more experientially derived than are the first two chapters. The final chapter offers a budget example, complete with advice on enrollment planning, revenue and expenditure, and other information. (RJM)

ED 422 661 EA 029 348

Herman, Jerry J.; Herman, Janice L.
Successful Negotiation in Schools: Management, Unions, Employees, and Citizens.
PUB DATE- 98
NOTE- 383p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arbitration; *Collective Bargaining; *Educational Administration; Elementary Secondary Education; Employer Employee Relationship; Grievance Procedures; Labor Demands; Labor Problems; Labor Relations; Negotiation Agreements
IDENTIFIERS- Adversary Method; Win Win Bargaining

This book is a how-to-do-it roadmap that presents practical details on the important aspects of collective bargaining at the local school district level. It details all of the strategies, tasks, events, and influences that bear on the collective bargaining process from the initial certification election of a union through the preparation for negotiation of, and administration of a union/management collective bargaining agreement. The focus throughout the book is on win-win outcomes. The text features 6 sections and 19 chapters. Section 1 focuses on working together with people and groups; the history behind employee empowerment; and ways to consider

PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Higher Education; Inservice Teacher Education; Masters Degrees; *Occupational Therapy; Outreach Programs; Partnerships in Education; Program Effectiveness; Rural Areas; School Community Relationship; Secondary Education; Specialization; *Staff Development; Teacher Education; Technical Assistance; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- Colorado State University; Individualized Transition Plans

This final report describes activities and accomplishments of a cooperative project of the Colorado State University School of Education, Colorado State University Occupational Therapy Department, and the University of Northern Colorado Department of Health and Human Services Rehabilitation Counselor training program to develop a comprehensive individualized program to train professionals at the master's degree level in the provision of transition services. The project was also designed to provide rural school districts with staff development and technical assistance for helping students with disabilities make the transition from school to adult life. Thirteen students (nine education students and four occupational therapy students) received specialized training at the master's degree level. Distance learning and condensed courses were modified and integrated into the university programs to allow training opportunities for rural vocational instructors, occupational therapists, vocational rehabilitation counselors, and special educators to earn the transition specialization endorsement. Formal evaluation identified some problems with the program model, administration, and implementation and such positive program outcomes as development of partnerships between local districts and the universities. (Contains 18 references.) (DB)

ED 422 681 EC 306 631

Trief, Ellen
Working with Visually Impaired Young Students: A Curriculum Guide for 3 to 5 Year Olds.
PUB DATE- 98
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Therapy; Behavioral Objectives; Child Development; Curriculum Design; Curriculum Guides; *Developmental Stages; Early Childhood Education; Early Intervention; Evaluation Criteria; Evaluation Methods; Language Acquisition; Models; Motor Development; Preschool Children; *Preschool Curriculum; Preschool Education; *Psychological Evaluation; *Sensory Training; *Speech Therapy; Stimulation; *Visual Impairments

This guide provides a curriculum model for preschool programs specifically designed for preschool children (ages 3-5) with visual impairments. The book provides an extensive review of the literature with measurable behavioral objectives for each developmental level. Chapter 1, "Psychological Evaluation for the Preschool Visually Impaired Child" (Joseph Trzasko), covers

Learning" (Robert J. Stevens and Jill D. Salisbury); (12) "Whole Language and Process Writing: Does One Approach Fit All?" (Steve Graham and Karen R. Harris); (13) "Barriers to the Implementation of Effective Educational Practices for Young Children with Disabilities" (Judith J. Carta and Charles R. Greenwood); (14) "Forging a Research Program on Multicultural Preservice Teacher Education in Special Education: A Proposed Analytic Scheme" (Alfredo J. Artiles and Stanley C. Trent); (15) "Antisocial Girls and the Development of Disruptive Behavioral Disorders" (Elizabeth Talbott and Kevin Callahan); (16) "A Diversity of Restrictive Environments: Placement as a Problem of Social Ecology" (James M. Kauffman and Daniel P. Hallahan); (17) "The Legislation and Federalization of Special Education" (Dixie Snow Huefner); (18) "Bridging the Research-to-Practice Gap" (Douglas W. Carnine); and (19) "Educating Students with Disabilities: The Future of Special Education" (Naomi Zigmond). (Each chapter includes references.) (CR)

ED 422 698 EC 306 661

Latham, Patricia H.; Latham, Peter S.
Attention Deficit Disorder in School: Teachers, Students and Parents. Partners in Education.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; *Attention Deficit Disorders; Classroom Environment; Classroom Techniques; Educational Legislation; Educational Strategies; Elementary Secondary Education; *Etiology; Federal Legislation; *Student Rights; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Academic Accommodations (Disabilities); *Testing Accommodations (Disabilities)

This publication provides an overview of attention deficit disorders (ADD) and the legal rights of students with ADD to educational services under federal legislation. Possible accommodations that schools can make for students with ADD are provided and include: (1) educate teachers and staff concerning the nature of ADD and the proper techniques for interacting with students with ADD; (2) provide structure and reduce distraction in class; (3) simplify and repeat, as necessary, instructions regarding class and homework; (4) give instructions clearly, both orally and in writing; (5) provide frequent and specific feedback from teachers; (6) provide accommodations such as taped textbooks, tape recorders, repetition, time for questions, summaries, study guides, extra time for assignments, course modifications, tailored homework assignments, modified text books and work books, and priority seating in the front of the room; (7) provide test accommodations such as extra time, quiet room, alternative formats, and opportunities to ask questions; (8) provide one-on-one tutorials, classroom aides, note takers, and a services coordinator; (9) modify non-academic times; and (10) use behavioral management techniques and tailor responses to the needs of students with ADD. Possible strategies for students with ADD are also provided. (CR)

ED 422 699 EC 306 662

"Quebec, Canada, and the United States: Social reality and Language Rights" (Calvin Veltman); "Partitioning by Language: Whose Rights Are Threatened?" (Thomas Ricento); and "Conclusion: Myths and Realities" (Barbara Burnaby, Thomas Ricento). (MSE)

ED 422 716 FL 025 384

Okushi, Yoshiko
Use of Japanese Honorifics in Daily Life: What the Traditional Theories Do Not Say.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Interpersonal Communication; *Japanese; *Language Patterns; Language Research; Language Usage; *Linguistic Theory; Native Speakers; *Sociocultural Patterns
IDENTIFIERS- *Honorifics

This study investigated how native Japanese speakers use honorifics in everyday social interaction. Honorifics are affixes, words, and formulaic phrases that follow linguistic and sociolinguistic rules and are believed to mark a speaker's politeness toward an addressee or another referenced person. The honorific system is incorporated into most aspects of Japanese grammar. This study examines the validity of traditional theory and previous empirical research on Japanese honorifics by exploring how a Japanese speaker's use of them is related to characteristics of the speech situation. Using ethnographic methods, data were gathered from conversations of four Japanese speakers with various interlocutors in their daily lives. Results indicate that: (1) utterance type is highly influential in determining a speaker's use or non-use of honorifics; and (2) honorifics and used far more in creative and expressive ways (e.g., criticism, sarcasm, playfulness) than traditional theory recognizes. It is concluded that such creative use of honorifics represents an important dimension of Japanese, and that theory not taking this usage into account is therefore incomplete. Contains 12 references. (Author/MSE)

ED 422 717 FL 025 385

Bergsland, Knut, Ed.
Ancient Aleut Personal Names: Kadaangim Asangin/Asangis. Materials from the Billings Expedition, 1790-1792.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134),Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; *Eskimo Aleut Languages; Family (Sociological Unit); Females; *Kinship; *Language Patterns; Language Research; Males; *Onomastics; Semantics; Sociocultural Patterns; Structural Analysis (Linguistics)
IDENTIFIERS- *Aleutian Islands; Census 1790; *Personal Names

An analysis of Aleut personal names is presented, derived from census data obtained during a 1790-1792 scientific expedition

DESCRIPTORS- Classroom Techniques; *Color; *Discourse Analysis; *Expository Writing; Grade 6; Intermediate Grades; Middle Schools; *Narration; *Reading Comprehension; *Reading Instruction; Visual Perception
IDENTIFIERS- *Middle School Students

This study investigated the effectiveness of color coding, accomplished by highlighting, used to help students differentiate between exact meaning (explicit information) and implied meaning (implicit information) in both narrative (short story) and expository texts. Subjects were 78 sixth-grade students randomly enrolled in four language arts classes; two classes served as controls and two classes served as an experimental group receiving instruction using color coding. Students were pre- and post-tested using a standardized test with a reading passage containing both explicit and implicit information. Over sixth months, the experimental group was instructed to highlight in yellow information used to answer explicit questions, and highlight in green information used to answer implicit questions. Results indicate both groups showed improvement in narrative text reading skills, but a larger proportion of experimental group members than control group members improved in this area. The control group declined very slightly in expository reading skills, while the experimental group's scores improved; one-third of the control group improved, while 79 percent of the experimental group improved. It is concluded that the color highlighting technique was effective, and that students became accustomed to highlighting all pertinent information, not just the first to appear. (Contains six references.) (MSE)

ED 422 738   FL 025 438

Guevel, Zelie, Ed.; Valentine, Egan, Ed.
Traduction et langues de specialite: Approches theoriques et considerations pedagogiques (Translation and Specialty Languages: Theoretical Approaches and Pedagogic Considerations).
PUB DATE- 98
NOTE- 230p.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Business Administration; Business Communication; Classroom Techniques; Dictionaries; Discourse Analysis; Educational Strategies; Foreign Countries; Higher Education; *Interpretive Skills; *Language Patterns; Language Usage; *Languages for Special Purposes; Literature; Machine Translation; Medicine; Second Language Instruction; *Second Languages; Structural Analysis (Linguistics); Teacher Education; *Translation; Verbs; *Vocabulary; Vocabulary Development
IDENTIFIERS- Synonyms

Essays on the teaching of translation and on specialized translation, all in French, include: "Perspectives d'optimisation de la formation du traducteur: quelques reflexions" ("Perspectives on Optimization of Training of Translation Teachers: Some Reflections") (Egan Valentine); "L'enseignement de la revision pedagogique" ("The Teaching of Pedagogic Editing") (Louise Brunette); "Internet: outil de recherche documentaire et terminologique dans la formation des langagiers" ("Internet: Documentary Research Tool in Language Training") (Aline Francoeur, Monique C. Cormier, Claude Lemontagne); "La traduction peripherique" ("Peripheral Translation") (Louis Jolicoeur); "L'Acte di'interpreter ou de traduire dans la vision bakhtinienne du texte" ("The Act of interest in an academic career, and increased understanding of the diversity of institutions and their own career options. Brief descriptions of PFF programs initiated at Arizona State University, Duke University (North Carolina), Florida State University, Howard University (District of Columbia), Indiana University, Marquette University (Wisconsin), Northwestern University (Illinois), Syracuse University (New York), University of Wisconsin-Milwaukee, University of Cincinnati (Ohio), University of Colorado-Boulder, University of Kentucky, University of Minnesota-Twin Cities, University of Nebraska-Lincoln, University of New Hampshire, and the University of Washington are provided. A list of national PFF activities is also provided, along with a list of contact persons. (MDM)

ED 422 760   HE 031 355

DeNeef, A. Leigh
The Lessons of the PFF Concerning the Job Market. Preparing Future Faculty. Occasional Paper.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 5p.; For other documents in the "Preparing Future Faculty" program, see HE 031 354-360.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Planning; College Faculty; *Cooperative Programs; Educational Attitudes; *Faculty Development; *Graduate Students; *Graduate Study; Higher Education; *Labor Market; Partnerships in Education; Program Effectiveness
IDENTIFIERS- Duke University NC

This paper discusses the effectiveness of the Preparing Future Faculty (PFF) program in equipping graduate students for the realities of the academic job market. It reviews the experiences of Duke University (North Carolina) with the PFF program and the effect that PFF has had on preparing graduate students to enter the job market as new faculty. The paper reviews the lessons learned from the program, including the fact that PFF does not "corrupt" students to exclude research universities from their employment horizon, that it contributes to substantive changes in how students think about their professional development, that most graduate faculty have very little first-hand experience with the realties of the current academic job market, and that most graduate students know very little about the routine operations of academic institutions and about the day-to-day life of faculty members in those institutions. It notes that PFF is based on the principle that the more graduate students learn through direct experience about the multiple roles faculty members serve in different academic institutions, the greater their understanding of the kinds of investments necessary to fulfill those responsibilities and the better faculty they will be. (MDM)

ED 422 761   HE 031 356

Pruitt, Anne S.
Building Bridges: The Preparing Future Faculty Program and Teaching Assistant Training. Preparing Future Faculty. Occasional Paper.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 9p.; For other documents in the "Preparing Future Faculty" program, see HE 031 354-360. Adapted version of a paper

(ED), Washington, DC.
PUB DATE- 98
NOTE- 151p.; For a digest of this report, see HE 031 506.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attribution Theory; *Classroom Environment; Cognitive Style; *College Instruction; Constructivism (Learning); Higher Education; *Learning Theories; Locus of Control; Research and Development; Self Efficacy; Socialization; Student Development; Teaching Methods; Teaching Models; *Theory Practice Relationship; *Undergraduate Study
IDENTIFIERS- Conscientisation

This report reviews the literature on learning theories and frameworks applicable to instruction of undergraduate college students. An introductory section provides an overview and discusses the importance of learning frameworks. The first half of the volume addresses various theoretical frameworks in detail. These include: motivation theories, including performance attribution and self-efficacy; and theories offering a social perspective, such as social constructivism and conscientization. Each theory is presented in terms of a case study which examines elements of the theoretical construct, reviews relevant research on young adult and college student populations, discusses the relationship of the framework to college students' learning, and identifies possible educational applications. A separate section focuses on other theories which challenge assumptions about learning. The second part of the monograph discusses the usefulness of these frameworks for studying and fostering academic learning. One section addresses the need for more classroom-based research on college student learning. The final section applies the various theoretical frameworks to the classroom, emphasizing the importance of diverse methods for presenting academic material, activities to facilitate learning, and multiple ways for students to demonstrate their learning. (Contains approximately 375 references.) (DB)

ED 422 779 HE 031 508

MacFarland, Thomas W.
Undergraduate Students Enrolled in Nova Southeastern University's Professional Management Program Judge the Quality of Their Program and Student Services. Report No. 97-13.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Distance Education; Educational Environment; *Educational Quality; Higher Education; Management Development; Managerial Occupations; Nontraditional Students; Part Time Students; *Participant Satisfaction; Private Colleges; Program Evaluation; *Student Attitudes; Student Reaction; Student School Relationship; *Student Surveys; *Undergraduate Study
IDENTIFIERS- *Nova Southeastern University FL

This study examined the educational quality and student satisfaction with the undergraduate program in professional management at Nova Southeastern University (Florida). This

Savon, Brian

Great Expectations: A Longitudinal Analysis of Outcomes Following Graduation. AIR 1998 Annual Forum Paper.

PUB DATE- 98

NOTE- 91p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bachelors Degrees; *College Graduates; Compensation (Remuneration); Doctoral Degrees; *Education Work Relationship; *Employment Patterns; Higher Education; Longitudinal Studies; Masters Degrees; Occupational Surveys; *Outcomes of Education; *Salaries; Sex Differences; State Universities; Tables (Data)

IDENTIFIERS- *AIR Forum; State University System of Florida

Reports on an automated system used to examine progression to higher degrees and to analyze the employment and earnings of university graduates by discipline and degree level during the first and fifth years after graduation from the State University System (SUS) of Florida. The cohort examined was the 1990-91 graduating class, which consisted of 25,792 baccalaureate, 6,054 master's, and 747 doctoral level graduates. The databases used included SUS's own data, and state unemployment insurance and federal employment data. Analysis of the data showed that: (1) professional programs (business, education, engineering, and health) produced the greatest number of graduates at all degree levels; (2) at the bachelor's level, highest earnings after five years went to banking and finance majors; at the master's level the highest salaries were earned by accounting majors; and at the doctoral level chemistry majors ranked highest; (3) of graduates employed in Florida, professional program (education, health, and business) graduates dominated the list of disciplines; (4) differences between male and female salaries were striking, as were differences attributed to ethnicity. Appendix data tables include gains in earnings, 1991-96; mean earnings; and earnings by gender and race. (CH)

ED 422 799   HE 031 557

Li, Guihua; Long, Shauna; Simpson, Mary Ellen

Self-Perceived Gains in Communication and Critical Thinking Skills: Are There Disciplinary Differences? AIR 1998 Annual Forum Paper.

PUB DATE- 98

NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Cognitive Development; Cognitive Measurement; *College Students; Critical Thinking; Educational Environment; Higher Education; Intellectual Disciplines; *Majors (Students); *Outcomes of Education; Research Universities; *Self Evaluation (Individuals); Sex Differences; Student Characteristics; Student Development; *Student Evaluation; Student Surveys; Thinking Skills

IDENTIFIERS- *AIR Forum

This study sought to identify similarities and differences

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Change Strategies; Educational Assessment; Educational Planning; Effective Schools Research; Evaluation; *Excellence in Education; Faculty Evaluation; Higher Education; Institutional Administration; Institutional Environment; Mission Statements; Outcomes of Education; *Strategic Planning
IDENTIFIERS- *AIR Forum; *Saint Johns University NY

This paper reviews the literature on academic quality programs and examines issues faced at one institution in which two initiatives emphasizing student outcomes and faculty performance as indicators of quality are underway. In its review of the literature the paper focuses on concepts such as total quality management, peer or student evaluation of faculty, organizational change, and human and technological factors; and it defines the characteristics of quality academic programs as including a culture of shared purpose, an active learning environment, high expectations for students and faculty, continuous feedback for both students and faculty, adequate resources, and good administrative support. At the St. John's University (New York) Centers of Excellence, resource allocation is integrated with assessment of student outcomes and faculty performance. The university uses four categories of measurement to select academic departments as centers of excellence: input (ability to attract high-quality students, excellent facilities, favorable faculty/student ratio); process (programs demonstrating long-term interest and need, and outstanding curriculum); value-added features (evidence of student satisfaction); and output (productive faculty, graduate placement, and evidence of student satisfaction after graduation). Key to the success of the program is careful attention to the balance between the technical (data analysis), organizational (shared values), and personal frames. (Contains 30 references.) (CH)

ED 422 817 HE 031 575

Pollicino, Elizabeth B.
Derivation of Variables from the National Survey of Postsecondary Faculty for Use in Secondary Data Analysis. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Factor Analysis; Faculty College Relationship; Higher Education; Job Satisfaction; Measurement; Multivariate Analysis; Predictor Variables; *Research Methodology; Sample Size; Sampling; *Statistical Analysis; Statistical Studies; Teacher Morale
IDENTIFIERS- *AIR Forum; *National Survey of Postsecondary Faculty

This paper outlines procedures used to derive variables from data in the National Survey of Postsecondary Faculty; these variables were then used to create measures not expressly included as items in that survey. The derived variables were used to examine faculty satisfaction in two contexts: first, the complexity of satisfaction, and second, the importance of the interaction between faculty professional values and state, and local government uses of the Internet and selects some sites for purposes of illustration. "Chapter 4: Libraries and Education on the Internet" discusses issues related to new media; libraries, schools and colleges on the Internet; lifelong learning; and policy options. "Chapter 5: Privacy, Freedom of Speech, and Internet Abuse" outlines issues of personal privacy; freedom of speech; risks to children and adults from materials and activities online; Internet data security risks; and types of misuse and abuse. "Chapter 6: Improving Access to the Internet" looks at some of the barriers to access and some ways of improving access. (Bibliography includes 44 listings. A glossary defines selected terms and refers readers to dictionaries. Concludes summary of sites illustrating the myriad types of private-sector online services and information.) (DLS)

ED 422 834 IR 018 975

Jewett, Frank
Teaching College Literacy: A Case Study in the Benefits and Costs of Daedalus Courseware at Baruch College.
SPONS. AGENCY- State Higher Education Executive Officers Association.; National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.; Interuniversity Communications Council (EDUCOM), Washington, DC.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; Case Studies; College English; *Computer Assisted Instruction; Computer Mediated Communication; Cost Estimates; *Courseware; English Instruction; *Freshman Composition; Higher Education; Literacy; *Outcomes of Education; *Writing Instruction
IDENTIFIERS- *City University of New York Bernard Baruch College

This report is one of a series from a project entitled "Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning," funded through a Field-Initiated Studies Educational Research Grant. The case study subject is the use of Daedalus courseware, an interactive program that allows all participants to read and comment upon the work of others, to teach basic English writing at Baruch College in the City University of New York system. In spring 1997, Daedalus was used for the first time in a course designed for students who fail to demonstrate minimal proficiency in reading and writing (75% of the 16 students in the Daedalus section passed the CUNY Writing Assessment Test, compared to 53% of the 15 students in the control section). The instructor's assessment of the exit exams indicated that the students in the Daedalus section wrote longer, higher quality essays. The report includes the following sections: (1) "Summary, Findings, and Conclusions"; (2) "Background and Context"; (3) "Benefits of Daedalus: Student Learning Outcomes, Student Persistence, and Institutional Renewal"; and (4) "Cost Estimates." Also included are a table of contents and "Appendix A: Abstract on Teaching Writing with Computers," using example of InterChange exercise. (DLS)

ED 422 835 IR 018 976

Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, Wisconsin, August

DESCRIPTORS- Access to Information; College Faculty; *Computer Mediated Communication; Computer Uses in Education; Distance Education; Higher Education; Information Management; Information Networks; *Information Policy; Information Services; *Policy Formation; *Privacy; Teacher Responsibility; Teacher Role; *Teleconferencing; Users (Information)
IDENTIFIERS- Computer Use; University of Wisconsin Madison

The University of Wisconsin-Madison began to offer computer conferencing as a service to the campus for the fall 1995 semester. The university's End User Computing Group developed a set of policies to address such questions as: who is eligible to use the service; the Division of Information Technology's responsibilities; customer responsibilities; network usage policy; and fees. This paper presents a discussion of the evolution of policies and faculty responsibilities, followed by an outline of records and information management issues in terms of the following categories: (1) access to personal data, including security/privacy issues; (2) appropriate use; (3) authentication; (4) retention and disposition; and (5) preservation for archival purposes. (AEF)

ED 422 852 IR 018 993

Gosselin, Charles
Teaching in Control.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Distance Education; *Instructional Design; Instructional Effectiveness; *Instructional Materials; *Interactive Video; *Material Development; Teacher Education; Two Year Colleges; Workstations
IDENTIFIERS- Metropolitan Community Colleges MO

This paper begins by summarizing basic assumptions about effective teaching and learning, noting that these assumptions apply to all teaching, regardless of the delivery mode and/or technology used. Instructional design principles are then discussed in terms of the planning, preparation, and organization of interactive video-based teaching materials, and critical aspects of presentation are presented. Major points that should be made in teacher training and support are listed, based on a training program developed by the Metropolitan Community Colleges of Kansas City, Missouri. Guidelines for control of student focus are provided. The paper concludes with a description of the function and features of a teacher-controlled distance education teaching station, including a diagram of a sample teaching station. (AEF)

ED 422 853 IR 018 994

Grealy, Deborah S.
Web-Based Learning: Electronic Library Resources and Instruction.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

educational materials for distance delivery and differences in the way education, assistance, and support are viewed by various categories of teaching faculty and administrators. The 39 items listed on the survey were rated on a scale of 1-4 (very important to very unimportant); using the overall mean score, 13 items were classified as very important and 26 as somewhat important. A table of results is included. The discussion highlights the following groupings of survey items: (1) developing interaction; (2) developing instructional materials; (3) applying selected technologies; (4) curriculum content, design, and evaluation; (5) assistant help; (6) technologies; (7) logistics related to student services; (8) logistics related to overall policies; (9) peer support; and (10) workload composition. Also discussed are challenges for providing educational opportunities for the teaching faculty who expect to take on distance teaching within the next 2 to 5 years. (DLS)

ED 422 872 IR 019 013

Schreiber, Deborah A.
How To Maximize Use of Technology and Institutionalize Distance Learning Efforts.
PUB DATE- 98
NOTE- 11p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Cooperative Planning; Decision Making; *Distance Education; Educational Planning; Inservice Education; *Instructional Development; Models; Organizational Climate; *Organizational Development; Policy Formation; Strategic Planning; Teamwork; Technological Advancement; Training; Training Methods
IDENTIFIERS- Business Technology; *Organizational Technology; Technology Plans; Technology Utilization

This paper presents a model that profiles organizations as they attempt to implement strategic distance learning. This model, Stages of Organizational Technology Capability for Distance Learning, identifies behaviors exhibited by business and industry that maximize use of technology for education and training at a distance, and ultimately institutionalize their efforts. The model comprises the following four stages: (1) separate/sporadic distance learning events; (2) experienced distance learning events; (3) establishment of organizational distance learning policy; and (4) institutionalization of distance/distributed learning. It is the organization with a Stage 4 Distance Learning Capability Profile that exhibits the strongest success rate for designing and implementing distance training. This type of organization has evolved into an institution that facilitates interdisciplinary teamwork; understands the strengths and weaknesses of information and communication technology; manifests distributed decision-making; supports broad access to organizational technology; and is receptive to innovative budgeting strategies. The Stage 4 organization also recognizes a dynamic core distance learning team and provides comprehensive documentation of an organization-level technology plan. Highlights of the paper include a discussion of organizational technology capability to provide distance training, explanation of the four stages of highlighted. Following an "Introduction" and "Overview," the body of the report is divided into four sections: (1) "The New Economy"; (2) "Learning and Employability"; (3) "New Initiatives, New Proposals"; and (4) "Beyond Employability." An Afterword "Beyond Employability" (John Epperheimer), a list of conference participants, and a brief profile of the Aspen Institute Communications and Society Program are also included. (AEF)

ED 422 890 IR 019 033

Evans, Terry, Ed.; Nation, Daryl, Ed.
Opening Education: Policies and Practices from Open and Distance Education. Routledge Studies in Distance Education Series.
PUB DATE- 96
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Assisted Instruction; *Distance Education; Educational Change; Educational Development; *Educational Policy; *Educational Practices; Educational Technology; Experimental Schools; Foreign Countries; Government Role; Government School Relationship; Higher Education; International Programs; Learner Controlled Instruction; Nontraditional Education; *Open Education; Student Centered Curriculum
IDENTIFIERS- Global Issues

The overall theme of this book is the relationships between government and organizational policies and the work of practitioners in open and distance learning. The book explores a selection of international examples, many of which concern the use of new technologies for opening education. The contributors, many of whom are recognized experts, write from a wide range of international and organizational perspectives. Chapters are as follows: (1) Opening Education: Global Lines, Local Connections (Terry Evans and Daryl Nation); (2) The Revolution in Electronic Technology and the Modern University: The Convergence of Means (James Hall); (3) Policy Implications for Distance Education in the European Information Society (Andrew Robinson); (4) Distance Education in Mongolia's Political and Economic Transition (Ole Aabenhus and Brian Kenworthy); (5) The Implications of Home-based Education Effectiveness Research for Opening Schooling (Roland Meighan); (6) Canadian Policy and Practice in Open and Distance Schooling (Margaret Haughey and Judy Roberts); (7) Reforming Distance Education through Economic Rationalism: A Critical Analysis of Reforms to Australian Higher Education (Viktor Jakupec); (8) To Wish and To Will: Reflections on Policy Formation and Implementation in Australian Distance Education (Richard Johnson); (9) Translating Open University Policies into Practice in India (Santosh Panda); (10) Policy and Practices in Open and Distance Education in Hong Kong (Angela Castro and Charles Wong); (11) Total Quality Management: Policy Implications for Distance Education (Andrea McIlroy and Robyn Walker); (12) Open Learning, Closing Minds (Mick Campion); and (13) Educational Futures: Globalisation, Educational Technology and Lifelong Learning (Terry Evans and Daryl Nation). (Contains references and an index.) (AEF)

ED 422 891 IR 019 034

Latchem, Colin, Ed.; Lockwood, Fred, Ed.
Staff Development in Open and Flexible Learning. Routledge Studies in Distance Education Series.

ways: (1) is used a larger sample size; (3) it did not use the region strata, but rather a metropolitan status strata; and (3) it used redefined population of legal service area strata. The findings presented suggest that there are numerous strategies and approaches for providing Internet-based services and resources to the public; there are numerous models for designing and deploying information technologies to provide access and services; there are multiple approaches and a range of different costs associated with providing these services that depend on local, situational factors that are very difficult to generalize; and that the diversity of public library Internet connectivity configurations, services and costs will continue to increase as libraries strive to provide network-based services in a rapidly evolving policy and technology context. The study limited its attention to the following key areas: budget spent on Internet-related services, technology deployment, and social issues. The data reported contribute to the ongoing effort to address these issues and topics for the public library community as well as for a range of policy makers at the federal, state and local settings. (AEF)

ED 422 909   IR 057 067

Rogers, Camille, Ed.
Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, Georgia, December 12-14, 1997).
PUB DATE- 97
NOTE- 421p.; For individual papers, see IR 057 068-113.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software Development; *Computer Uses in Education; Curriculum Development; Distance Education; Higher Education; *Information Management; *Information Science Education; *Information Systems; *Information Technology; Instructional Design; International Programs; Material Development; Teaching Methods

This proceedings includes 62 papers presented at the 12th annual International Academy for Information Management (IAIM) conference. Topics of papers include: electronic undergraduate courses; software for teaching change management; cooperative projects; experiential learning; World Wide Web applications; internationalization of the information systems curriculum; teaching information systems abroad; distance education; student creativity and active learning; master's programs in information systems; training, technical support and control; a contrary view on Cyberspace and technology; cognitive style, student performance and database design; theory versus reality in teaching database and systems development; GUI (graphical user interface) and object oriented programming in COBOL; user interface development; peer learning; order and concurrency effects of undergraduate programming courses on learning; student motivation; information systems job requirements; accreditation efforts; instructional innovation; paperless classrooms; using theory of constraints to teach; program evaluation; multimedia design; curriculum change; internships; academic computing laboratories; neural network publications; behavioral analysis; a conceptual framework for research; "Netiquette"; cross-disciplinary courses; instructional design; team teaching; new roles of information systems executives; foreign investments opportunities; end user training; and characteristics of student interaction. Also included are the IAIM mission statement, description of the paper selection

Legislation; Guidance Programs; Intermediate Grades; Junior High Schools; *Middle Schools; *Staff Development; State Aid; State Programs; Statewide Planning; *Tech Prep
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *New York

During the 1997-98 fiscal year, the New York State Middle School Guidance and Career Development Cadres continued to be funded under the Carl D. Perkins Vocational and Applied Technology Act. Twenty career cadres formed by each Tech Prep Consortium continued training middle school staff in career development principles. These career cadre projects conducted staff development activities for schools participating in the consortium and other schools in the coverage area. Membership for all cadres was reported as 222. Members included tech prep coordinators, middle school teachers, guidance counselor, administrators, administrators, school personnel, and social workers. The cadres conducted 207 events serving roughly 12,300 participants and 4,100 students. Staff development activities included statewide conferences and workshops and local or self-directed training and development undertaken by cadres. Cadres conducted turnkey training events that raised awareness and developed expertise of various stakeholders involved in educating students and preparing them for the world of work. Cadres were continuing to prepare turnkey trainers in topics related to middle school career development. Cadre team leaders raised concern and issues, including requests of assistance to deal with fiscal problems, funding issues, and accessing real support from school districts to perform turnkey training. (Appendixes include lists of tech prep middle school cadres and turnkey training.) (YLB)

ED 422 475 CE 076 993

Bernhardt, Annette; Morris, Martina; Handcock, Mark; Scott, Marc
Work and Opportunity in the Post-Industrial Labor Market: Summary of Findings. IEE Working Paper No. 6.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Russell Sage Foundation, New York, NY.
PUB DATE- 98
NOTE- 33p.; For related documents, see CE 076 499 and CE 076 994-995.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Ladders; College Graduates; Education Work Relationship; *Employment Level; Employment Opportunities; *Employment Patterns; Entry Workers; Futures (of Society); High School Graduates; High Schools; Higher Education; Job Skills; Labor Market; *Males; Promotion (Occupational); *Socioeconomic Status; *Wages; *Whites; Young Adults
IDENTIFIERS- National Longitudinal Survey of Youth; National Longitudinal Survey Youth Labor Market Ex

A study was conducted to determine the long-term consequences of restructuring on the nature of work and mobility in the United States. The study compared the first 16 years of work experience for two cohorts of young white men from the National Longitudinal Surveys: the original cohort, followed from 1996-1981, and the recent cohort, followed from 1979-1994. Some of the findings are as follows: (1) in recent years, young workers' transition to the labor market has become more volatile and is also taking longer; (2) job instability has increased for young workers during the 1980s and early 1990s; (3) as a result of this higher job instability, youth in recent years have worked for more employers and have shorter tenures introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed for each task box on the competency profile. The student laboratory manual contains a DACUM chart and learning modules for duties A-J. Each module in the student manual includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (YLB)

ED 422 490 CE 077 013

Machining Series. Educational Resources for the Machine Tool Industry. Course Syllabi, Instructor's Handbook, and Student Laboratory Manual.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.

PUB DATE- 98

NOTE- 970p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.

LANGUAGE- English

EDRS Price- MF07/PC39 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; Course Descriptions; Curriculum Design; Curriculum Guides; Educational Certificates; Instructional Materials; Job Skills; Job Training; Learning Activities; Learning Modules; Machine Tools; *Machinists; *Manufacturing Industry; Postsecondary Education; Student Certification; Student Evaluation; Teaching Methods; *Technical Education

IDENTIFIERS- DACUM Process

This package consists of course syllabi, an instructor's handbook, and a student laboratory manual for a 1-year vocational training program to prepare students for entry-level employment as machinists. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with seven duties (and supporting technical workplace competencies): practice safety; apply mathematical concepts; interpret engineering drawings and control documents; recognize different manufacturing materials and processes; measure/inspect; perform conventional machining; and perform advanced machining. The first volume contains the justification, documentation, and course syllabi for the courses. Each syllabus contains the following: course description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The instructor's handbook consists of technical training modules that include some or all of the following: time required; duty; task; objective(s); instructional materials list; references; student preparation; introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed for each task box on the competency profile. The student laboratory manual contains a program integrated school- and work-based experiences, how those experiences enhanced students' learning experiences and career opportunities, and what incentives or obstacles affected stakeholder recruitment and participation. Apprentices engaged in well-conceived school- and work-based learning experiences, acquired state-of-the-art technical skills and knowledge, developed critical thinking and interpersonal skills, and enhanced their future career opportunities beyond secondary and postsecondary education. Problems were also identified: negative biases toward work-based learning persist that constrain the potential for full-scale integration of youth apprenticeship programs across the state; the quality of workplace mentoring is uneven; and equity concerns continue as few minorities and women enroll in traditionally white and male-dominated career tracks. (Contains 12 references.) (KC)

ED 422 506 CE 077 038

Kodz, J.; Dench, S.; Pollard, E.; Evans, C.
Developing the Key Skills of Young People: An Evaluation of Initiatives in the Former Avon Area.
PUB DATE- 98
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Apprenticeships; *Basic Skills; Education Work Relationship; *Educational Practices; Employer Attitudes; *Employment Qualifications; Foreign Countries; *Performance Factors; Postsecondary Education; Program Effectiveness; Secondary Education; *Skill Development; Student Attitudes; Student Surveys; Teacher Attitudes; Teacher Surveys; *Vocational Education
IDENTIFIERS- *England; General National Vocational Qualif (England); National Vocational Qualifications (England)

The key skills: communication, numeracy, interpersonal, information technology, learning, and problem-solving have been identified as underlying good performance in the labor market now and in the future. The factors most important to development of key skills and ways of facilitating young people's development of those skills were examined in a study of British schools, training suppliers, and employers. Data were collected from the following sources: discussions with staff members and teachers at 20 schools that were selected to be representative in terms of geographic location, age range, performance in examinations, and other variables; questionnaires distributed to students at 15 of the schools; discussions with training suppliers delivering key skills training within their Modern Apprenticeship programs in the former Avon area; surveys of students in 8 of the training organizations, and discussions with 22 employer representatives from the former Avon area. The research highlighted the need for further promotion of the importance of key skills and understanding that key skills are important now and for future employability. A continued and ongoing focus on basic skills extended from early education onward was advocated. (A key skills map is appended. The document contains 13 references.) (MN)

ED 422 507 CE 077 039

Tassinopoulos, Alexandros; Werner, Heinz; Kristensen, Soren
Mobility and Migration of Labour in the European Union and Their Specific Implications for Young People. CEDEFOP Document.

interstate counterparts on integrated training, and interpretations and conclusions. These conclusions are reached: the relationship between apprentice and workplace mentor is critical to apprentices' learning; each learning environment contributes valuably but differently to apprentices' learning; all participants play many roles; apprenticeship is a negotiated, constructed experience where developmental time is important; apprenticeship is a time of turbulence and tension; and squeezing learning out of work is a core competency in apprenticeship. (Contains 116 references; appendixes include instruments and 11 data tables.) (YLB)

ED 422 524   CE 077 073

Robinson, Chris, Ed.; Kenyon, Richard, Ed.
The Market for Vocational Education and Training.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 439p.; Papers presented at "The Market for Vocational Education and Training: Who Pays and Who Profits" (Adelaide, Australia, July 28-30, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Apprenticeships; Competition; Cost Effectiveness; Delivery Systems; *Educational Demand; Educational Opportunities; Educational Supply; Foreign Countries; Free Enterprise System; Government Role; *Institutional Advancement; *Job Training; Marketing; *Nontraditional Education; *Outcomes of Education; Postsecondary Education; Private Schools; Public Relations; Public Schools; School Business Relationship; Secondary Education; Student Certification; *Vocational Education
IDENTIFIERS- Australia; *Educational Marketing

These 43 conference papers on vocational education and training (VET) markets are grouped under three broad themes describing them. Sixteen papers deal with the VET product and providers: "The VET Market" (Kemp); "Market Frameworks in VET" (FitzGerald); "The New Zealand Market Approach" (Barker); "An Economic Primer to Government's Role in VET" (Chapman); "Radical Surgery or Palliative Care? The Future of TAFE (Technical and Further Education)" (Schofield); "From the Barrel of the Public System?" (Butterworth); "Private Dynamics" (Graham); "The Role and Impact of Flexible Delivery of VET" (Kearns); "ACE (Adult and Community Education) and Adding Value to the Training Market" (Moore); "VET in 1996" (Borthwick); "The VET Product and the Development of the Training Market" (Robinson); "Developing International Activities with VET" (Streat); "Selling Australian Expertise to Indonesia" (Holland); "Coercion and User Choice: Whose Market?" (Barratt-Pugh); "Mapping the Training Market: Whose Model Works?" (Murray); and "Mapping the Training Market for Individuals" (Barker). The 13 papers concerning the client perspective--industry and enterprise are as follows: "Competitiveness Is the Key" (Moran); "Employer Perspectives on the Market for VET" (Balzary); "The Industrial Relations Framework for Training and Productivity" (Wright); "A Market for All" (Peoples); "Economic Trends and Outlooks" (Burke); "Returns to Enterprises from Investment in VET" (Billett); "Freeing Industry's Training Dollar" (Guthrie); "Improving Responsiveness of Supply Systems" (Smart); "Developing the Policy" (Smith, Smith); "The Impact on Providers" (Maddock); "VET Training for IT (Information Technology)" (Gage, Jarvis); "Recognizing IT Skills" (Street);

cultural messages, and to develop strategies to continue strengthening their self-concepts. The demographics of this group, recruitment strategies, developmental collaboration, and feedback from workshop participants are presented. Workshops such as this provide support and multicultural training for students, and professional stimulation and renewal for counselors. Future issues are considered, including establishing practicum guidelines for multicultural experiences, ethnicity of co-leaders, and effective group treatment for African American clients. (Contains 35 references.) (EMK)

ED 422 543 CG 028 619

Tramonte, Michael R.
Linking Support Systems for Students and Families: Helping Disenfranchised Mourners Grieve a Death.
PUB DATE- 98
NOTE- 21p.; Paper presented at the National Association of School Psychologists Annual National Convention (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Bereavement; *Death; Elementary Secondary Education; *Grief; *School Psychologists; *Social Support Groups; Stress Management

A self-inventory for school psychologists to become cognizant of their own understanding of and feelings about disenfranchised grief is presented. In death-related behavior, grief is socially constructed. There are social standards that apply to expressing grief; however, there are times when "grieving rules" may not coincide with the situation, attachments, sense of loss, or feelings of the survivors. In these cases grief may be hidden. Four categories of disenfranchised grievers (disenfranchised relationships, disenfranchised losses, unrecognized or disenfranchised grievers, death not socially sanctioned) are discussed. When a loss is ambiguous and cannot be openly mourned, grief is disenfranchised and mourning becomes complicated. A process model for grief and recovery is reviewed. Guidelines for school psychology practice are provided under the final topic, "What Can School Psychologists Do?" Appendix A gives instructions for use of the "Disenfranchised Grief Self Inventory" are given with discussion of debriefing for psychologists. Appendix B presents Bronfenbrenner's ecological theory as it is used to further support the school psychologist in reaching out to unsupported grievers. Appendix C is a list of resources for supporting grievers. (Contains 21 references.) (EMK)

ED 422 544 CG 028 624

Peter, Val J.; Connolly, Theresa; Dowd, Tom; Criste, Andrea; Nelson, Cathy; Tobias, Lisa
The Well-Managed Classroom for Catholic Schools: Promoting Student Success through the Teaching of Social Skills and Christian Values.
PUB DATE- 98
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

Study in the Improvement of the Reading Comprehension of High School Students.
PUB DATE- 98
NOTE- 72p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Conventional Instruction; *High School Students; High Schools; *Instructional Effectiveness; Learning Strategies; *Reading Comprehension; *Reading Improvement; Reading Research; *Remedial Reading; *Whole Language Approach
IDENTIFIERS- Metropolitan Achievement Tests; West Virginia

Practitioners and researchers argue about how reading should be taught, about what students should read, and about how best to organize reading instruction in the classroom. Diverse methods are used to teach reading. These range from isolated skills-based (intensive phonics/basal reading programs) to integrated, whole language approaches that stress language experience, reading, writing, and critical thinking. Since a sobering percentage of American children have difficulty in learning to read, an inquiry was made into how best to reverse this trend in a high school remedial reading classroom. The study's purpose was to compare the teaching of an integrated, whole language approach to remedial reading using the novel to a traditional, skills-based approach. The area of interest was reading comprehension. Subjects were 54 students enrolled in high school remedial reading classes at North Marion High School in north central West Virginia. The measuring device was the Metropolitan Achievement Test. Data were obtained from a control group and an experimental group. Analysis of the data indicated that an experimental group of high school remedial reading students who received whole language instruction using the novel and a control group that received traditional, skills-based instruction scored equally on a standardized reading comprehension test. Since no significant difference was shown in the two methods of reading instruction, the conclusion is that individualization and a balance between whole language and skills-based instruction is most beneficial to high school remedial reading students. (Contains 6 tables of data and 65 references.) (CR)

ED 422 563 CS 013 267

Scherbert, Thomas G.
Collaborative Consultation Pre-Referral Interventions at the Elementary Level To Assist At-Risk Students with Reading and Language Arts Difficulties.
PUB DATE- 98
NOTE- 98p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultation Programs; Elementary Education; *High Risk Students; Inservice Teacher Education; *Language Arts; Learning Strategies; *Prereferral Intervention; *Reading Difficulties; Reading Instruction; *Reading Skills; Special Education; Student Improvement
IDENTIFIERS- Phonemic Awareness; Phonological Processing

This practicum was designed to improve the reading and language arts skills of students, not already served by special education programs, who were demonstrating difficulties in the

sections ("205-two"), concentration was on going deeply into only three genres--the personal essay, the argument essay, and the academic research essay. With the initial inventories of 205-one, while roughly half of the students fit traditional stereotypes (females preferring the diary and males preferring argument) the other half broke the mold; findings were similar in 205-two. Excerpts from student writings illustrate student voices and teacherly response. One tentative conclusion can be reached: most students found an extra thrill in writing "new" genres for them. Females took to the public speech; males plunged into the private diary. In these student reflections, theory and practice met in a post-theory classroom; the instructor was prompted to re-design the curriculum to explore current ideas on gender and genre. (NKA)

ED 422 582   CS 216 474

Hermsen, Terry, Ed.; Fox, Robert, Ed.
Teaching Writing from a Writer's Point of View.
PUB DATE- 98
NOTE- 233p.; Based on a summer writing seminar cosponsored by Wright State University and Ohio Arts Council.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Writing; Elementary Secondary Education; Summer Programs; *Writing Attitudes; *Writing Instruction; *Writing Workshops
IDENTIFIERS- Ohio; Writing Contexts; *Writing Thinking Relationship

Based on a series of successful summer writing institutes, this book presents practical ways for teachers to reinvigorate their classrooms and their own attitudes toward creative writing. In four complementary sections focusing on four groups of writers--creative writers in residence, K-12 students and teachers who participated in the summer institutes, and established writers such as Ron Carlson and Scott Russell Sanders--the book demonstrates the enormous variety and high quality of writing that result when people use writing to discover what they want to say. After an introduction by Robert Fox ("The Experience of Writing: A Summer Institute"), the first section presents essays by Ohio writers in the schools; "Doing Our Own Possibility: Journal of a Residency at Columbiana County Head Start Centers" (Debra Conner); "Playwriting: A Teaching Approach Using the Stories of Our Lives" (Michael McGee London); "Just across the Street: The Story of a Teacher-Based Residency" (Lynn Powell); "Translytics: Creative Writing Derived from Foreign Language Texts" (Nick Muska); "How to Do a Poetry Night Hike" (Terry Hermsen); and "Reading to a Sky of Soba" (David Hassler). The second part presents poems, stories, and plays from 13 Ohio schools. The third part presents essays from participants in the experience of writing: "When Spirit Moves, Children Sing" (MaryAnn Titus); "Sudden Revelation: Fiction Writing in the Classroom" (Carl H. Krauskopf III); "A Year of Writing Workshop" (Mary L. Noble); "Word Works: Building a Community of Writers" (Janice M. Gallagher); and "Green Digits and Colons: Find Time to Write" (Barry Peters). The last section presents essays from experiences of writing faculty: "Turning the Desk" (Ron Carlson); "The Singular First Person" (Scott Russell Sanders); and "Reveling in the World: An Interview with Christopher Merrill on the Power of Language and Teaching" (Terry Hermsen). (RS)

Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; *Charter Schools; Educational Improvement; Elementary Secondary Education; Financial Problems; Program Evaluation; Program Implementation; *State Legislation
IDENTIFIERS- ERIC Digests

This "ERIC Digest" considers the U.S. charter-school movement, which has produced about 800 schools in half the states and enrolls over 100,000 students. Charter schools reflect founders' varied philosophies and commit to achieve certain educational outcomes within a certain period, in exchange for waiving many restrictive regulations. If outcomes are not met, charters are revoked by sponsors. Rooted in recent reforms, charter schools are viewed by many as a workable political compromise and alternative to vouchers. Stressing autonomy and accountability, the charter approach uses market principles while upholding democratic, nonsectarian philosophies. State laws follow organizing principles based on Minnesota's pioneering efforts, American Federation of Teachers guidelines, and/or federal charter-school legislation. Preliminary research shows that charters are generally small, new, racially diverse schools that appeal to students, parents, and teachers who had disappointing experiences elsewhere. Charters' chief implementation obstacles are funding and school-system opposition. Charter legislation is more likely in states with a policy entrepreneur, poor test scores, Republican legislative control, and proximity to other charter-law states. Unions, private management companies, and school superintendents are starting charters or using them to improve the larger system. (Contains 10 references.) (MLH)

ED 422 601   EA 028 918

Lumsden, Linda
Teacher Morale. ERIC Digest, Number 120.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Faculty Workload; *Job Satisfaction; Principals; Student Behavior; *Teacher Empowerment; *Teacher Morale; *Teaching Conditions; *Work Environment
IDENTIFIERS- *Administrative Support; Dissatisfaction Theory; ERIC Digests

Increasingly, many teachers see their roles encompassing not only teaching specific content and mentoring students, but also functioning as front-line social workers. This Digest examines factors that may influence teacher morale and offers suggestions for preserving or restoring morale. Administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy are working conditions associated with higher teacher satisfaction. Parental support and teachers' perceptions of students and student learning are also important influences on teacher morale. (Contains 16 references.) (MLH)

ED 422 602   EA 028 983

and what is learned from them. The second section concerns the person in the job and how personality attributes affect on-the-job development. The third section examines management-development practices that use on-the-job development strategies. Unlike the first two sections, which stress research-based publications, the third section includes practice-oriented articles. Each section contains five subsections: a topical overview; a summary of key findings and implications; future research directions; annotations of relevant articles and books; and listings connecting readers to literature in other established domains, such as tacit knowledge and action learning. Included are author and title indices to annotated listings. (MLH)

ED 422 621   EA 029 280

Cohen, Suzanne; Joseph, Deborah
Human Resources and the Internet.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Networks; *Government Publications; Graduate Study; Higher Education; *Human Resources; *Internet; Listservs; Periodicals; *Professional Associations; *Professional Development; Training; Unions; Universities
IDENTIFIERS- *Search Engines

Concerned about falling behind the technology curve, organizations are using the Internet or intranets to provide and communicate information to their employees and create more efficient workplaces. The Internet is not just a "network of computer networks," but a medium conveying a vast, diverse amount of information. This publication is an annotated bibliography of useful Internet sites for human resources (HR). Beginning with a checklist for evaluating websites, it then provides workplace-oriented starting points, such as Workindex, HR Links (from the Society for Human Resource Management), Yahoo's Index to Human Resources on the Internet, and Workforce Online, supplying Internet addresses for each. Addresses and information are provided for other relevant topics, including professional associations and organizations; government agencies; occupational safety and health; training and development; benefits and compensation; employment and labor law; diversity in employment; sexual harassment; recruitment and job searching; arbitration and mediation; unions; labor; statistical sites; company information; Human Resources and online magazines; general news sites; HR bookstores; consultants; intranet, Internet, and HTML; and HR graduate programs and university web sites. Also included are listservs, a glossary, a subject index, and a June 1998 new sites supplement. (MLH)

ED 422 622   EA 029 286

McCabe, Donna Hagen; Dobberteen, Kathie Ward
Women Superintendents: Overcoming Constraints.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers

discusses the stages of change that translate into the stages of grief and loss and the sense of unpreparedness new administrators face. New communication patterns are explored in chapter 2, followed by a discussion of time management, the need for flexibility, and the importance of dealing with negativity, including an entire chapter devoted to the importance of conflict-resolution skills. Adult learners, many of them baby boomers, are the topic of chapter 6, whereas chapter 7 discusses the need to use humor to stay content and well-adjusted. Humor is presented as one facet of putting administration into a holistic perspective to deal with the ever-present changes. Since administration is seen as a position of power, how a principal utilizes and distributes power can be the source of personal success or downfall. This utilization of power is investigated in chapter 9. A synopsis of the strategies described in the text appears in the last chapter. (RJM)

ED 422 642 EA 029 327

Foriska, Terry J.
Restructuring around Standards: A Practitioner's Guide to Design and Implementation.
PUB DATE- 98
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Change Strategies; Curriculum Design; Educational Change; *Educational Improvement; Elementary Secondary Education; Evaluation; *Guides; *Program Implementation; School Restructuring; Standards

A framework for designing academic standards and for refining these standards through a curriculum- design process is provided in this book. The book is intended as a step- by-step guide than can be picked up and followed by any interested educator. Chapter 1 begins with a brief discussion concerning the need for standards and examines several different ways standards have been described and defined. The need for schools to organize for success and the ways in which standards can supply the mechanism for enabling this success are presented in chapter 2. The process of standards design and implementation and techniques for developing a vision of standards through stakeholder involvement are detailed in the next two chapters. Subsequent chapters identify the steps to be taken in this process: design the curriculum, develop content standards, identify benchmarks and performance indicators, link curriculum with comprehensive assessment, embed benchmarks and performance indicators into the daily classroom environment, attend to curriculum details, and align instruction using assessment and instruction. The last chapter discusses the importance of leadership when implementing standards-based education. (RJM)

ED 422 643 EA 029 328

McEwan, Elaine K.
The Principal's Guide to Raising Reading Achievement.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

students, the school district, and the community. Section 2 outlines strategic and tactical plans related to collective bargaining, including tips on collecting background information in preparation for negotiations, on choosing your team and analyzing their team, and on conduct at and away from the table. Section 3 features chapters on reaching an impasse, arriving at lose-lose (preparing for a strike, finalizing and communicating the master contract, and living with the contract. In section 4, strategies for remembering miscellaneous items and a summary of collective negotiations are provided, and section 5 focuses on dealing with conflicts involving internal individuals' and groups' interests, and arbitrating conflicts of interest among external and community pressure groups and the board of education. The last section describes how the process fits together in the end. Eight appendices offer examples of a local district's agreement; a cost and power analysis model; a managements' confidential contingency plan for use during a strike; and a union's confidential work stoppage, prestrike, and strike plans. (Includes a glossary, an index, and approximately 175 references.) (RJM)

ED 422 662 EA 029 349

Lueder, Donald C.
Creating Partnerships with Parents: An Educator's Guide.
PUB DATE- 98
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Cooperative Programs; Elementary Secondary Education; Family Involvement; Parent Empowerment; *Parent Participation; *Parent School Relationship; School Community Relationship

Although educators and community leaders may recognize the need for more parental involvement, many do not know how to go about getting it. Strategies that administrators can use to develop parent-involvement plans for their school district; to engage more parents in their children's education; to promote partnerships that enhance the social, emotional, and academic growth of children; and to ensure that students receive the training and support they need are outlined here. The text is written primarily for superintendents, principals, curriculum coordinators, project directors, teachers, and community leaders. The book presents a model designed to help schools and communities to plan and implement family/school/community partnerships. It includes a series of four intervention strategies called School/Community Collaboration Strategies. Programs, events, and activities for implementing each strategy are described. Finally, a Strategic Partnership Planning System is presented as a comprehensive method for schools and communities to use in developing their family/school/community partnership program plan. The focus throughout is on connecting, communicating, and coordinating with parents. The final chapter offers a case study to illustrate the process. (Includes an index and approximately 80 references.) (RJM)

ED 422 663 EA 029 350

Ortiz, Flora Ida

the formation of a psychoeducational test battery for preschool children with visual impairments and reviews psychoeducational tests and developmental scales. Chapter 2, "Concept Development" (Ellen Trief and others), discusses educational models of service delivery and presents classroom activities for preschool children with visual impairments. Chapter 3, "Orientation and Mobility" (Stu Filan), provides activities designed to develop orientation and mobility skills in preschool children with visual impairments. Chapter 4, "Speech and Language Therapy" (Linda Corozza), discusses language development stages, guidelines to help facilitate language learning in the home environment, and learning objectives based on a sensory integrative approach to help children organize their environments. Subsequent chapters include "Art Therapy" (Roberta Weiss and Gennaro Rocco), and "Music Therapy" (David Herman). Appendices contain sample psychological assessments. (Approximately 50 references.) (CR)

ED 422 682 EC 306 635

Cook, Graham
Braille 'n Speak: A Public Domain Document To Assist Teachers. A User Friendly Guide.
PUB DATE- 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); *Blindness; *Braille; Computers; Elementary Secondary Education; Foreign Countries; *Speech Synthesizers; *Visual Impairments
IDENTIFIERS- *Adapted Computer Technology (for Disabled); *Braille n Speak

This guide provides clear, graphic step-by-step instructions to introducing Braille 'n Speak technology to students with visual impairments. Braille 'n Speak is a notebook computer for individuals with visual impairments. Individuals input text using Braille keys and get speech feedback. The guide is intended to help classroom teachers with limited knowledge of Braille to assist students with visual impairments if problems arise when the Vision Resource Teacher is unavailable. Information is provided on: (1) braille key numbering; (2) troubleshooting; (3) speech parameters; (4) how to get to the file menu; (5) creating a file; (6) navigational keyboard wall charts; (7) selecting a reading method; (8) movement within a document; (9) how to find text within the file; (10) editing a document; (11) pasting from clipboard; (12) automatic page numbering; (13) printing text; (14) setting page format parameters; (15) renaming an open file or another file; (16) deleting files; (17) expanding a file: (18) help file; (19) protecting files; (20) calculator; (21) stopwatch function; (22) time and date function; (23) use of disk drive and disk drive commands; (24) spell checker; (25) status menu; and (26) creating macros. An appendix includes the braille alphabet, nemeth code numbers, and the international phonetic alphabet. (CR)

ED 422 683 EC 306 636

Including the Excluded: One School for All.
PUB DATE- 98

Latham, Patricia H.; Latham, Peter S.
Attention Deficit Disorder in College: Faculty and Students. Partners in Education.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; *Attention Deficit Disorders; Classroom Environment; *Classroom Techniques; College Role; *College Students; Educational Legislation; Educational Strategies; *Etiology; Federal Legislation; Higher Education; *Student Rights; Teaching Methods
IDENTIFIERS- *Academic Accommodations (Disabilities); Testing Accommodations (Disabilities)

This publication provides an overview of attention deficit disorders (ADD) and the legal rights of college students with ADD. Possible accommodations that schools can make for students with ADD are provided and include: (1) provide structure and reduce distraction in class; (2) simplify and repeat instructions, as necessary, both orally and in writing; (3) give frequent and specific feedback from faculty and disability services staff; (4) provide accommodations such as priority registration, reduced course loads, taped textbooks, tape recorders, course modifications, tailored assignments, modified text books, priority seating in the front of the room, study guides, and summaries of important points; (5) provide test accommodations such as extra time, quiet room, alternative formats, and opportunities to seek clarification; (6) allow course substitutions to fulfill certain requirements, e.g., for foreign language and mathematics; (7) offer as electives alternative learning style courses; (8) educate the student regarding ADD, coping strategies, and advocacy techniques; (9) encourage the use of support groups, counselors and advisors to assist with academic, career and other issues; and (10) review rules and expectations and use behavioral management techniques as needed. Possible strategies for students with ADD are provided and a list of organizational resources is included. (CR)

ED 422 700 EC 306 672

Root, Pam
Effective Teaching for FAS & FAE Children.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Behavior Modification; *Classroom Techniques; *Compliance (Psychology); Conflict Resolution; Coping; Educational Objectives; Educational Strategies; Elementary Secondary Education; Emotional Problems; *Fetal Alcohol Syndrome; *Interpersonal Competence; Peer Relationship; *Self Esteem; Stress Management; Teacher Student Relationship
IDENTIFIERS- *Social Skills Training

This paper discusses the importance of teaching social skills to to the Aleutian Islands. The census contained about 1,500 different Aleut male names from 66 villages, listed alphabetically and interpreted here. Some identifiable female names are also included. The work also provides insight into Aleut culture and values. An introductory section provides background about the expedition, the finding of the manuscripts containing the census information, issues in interpretation of the manuscript data (including spelling variations), an analysis of formal aspects of Aleut names (one-word and phrasal names, word classes and construction, dialectal features, foreign elements), different accounts of naming customs, and a tentative semantic classification of names as referring to human beings, nature, subsistence, social relations, and other elements. The corpus of names is then presented by location. Names are also indexed, and a map of Aleut communities is included. (MSE)

ED 422 718 FL 025 386

Negrin-Cristiani, JoAnne
Do Non-Native Speakers of English Acquire English Stress Patterns?
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Language Patterns; Language Tests; Language Usage; *Native Speakers; North American English; Questionnaires; Second Language Learning; *Stress (Phonology); *Time Factors (Learning)
IDENTIFIERS- *Nonnative Speakers

A study compared the abilities of non-native speakers of English who have been in the United States for varying amounts of time with the ability of native speakers to perceive and produce primary stress at the phrase level. Subjects, all having at least 1 year of college education, were 10 native speakers of North American English, 6 native speakers of Spanish of any English-as-a-Second-Language (ESL) background living in the United States at least 5 years, and 10 native speakers of Spanish who had studied ESL outside the United States, attained high-intermediate English proficiency placement, and been in the United States for 1 year or less. All were administered an attitude and background questionnaire and a multiple-choice test concerning twelve sentences on tape. Results indicate a strong positive relationship between time spent in the English-speaking environment and ability to perceive and produce stress in a way that approximates that of the native speaker. It also suggests a strong relationship between using English in a variety of environments and situations and acquisition of English stress patterns. (MSE)

ED 422 719 FL 025 403

Margarita, Elaine
Institute for the Certification of the Instruction of Foreign Languages at the Elementary School Level (FLES).
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assignments; Class Activities; Course Content; Course Descriptions; Course Organization; Educational

Interpreting or Translating in the Bakhtian Vision of the Text") (Aurelia Klimkiewicz); "L'opacite des terms" ("The Opacity of Terms") (Jacques Lethuillier); "Une characteristique du texte de specialite: le comportement discursif des syntagmes terminologiques" ("A Characteristic of Specialized Text: The Discursive Behavior of Terminological Syntagms") (Tanja Collet); "Combinaisons lexicales en langue de specialite: problemes et perspectives" ("Lexical Combinations in Specialized Language: Problems and Perspectives") (Isabelle Meynard); "Comparaison de deux methodes de description des verbes en vue d'applications en traduction automatique: les verbes de langue generale at les verbes specialises" ("Comparison of Two Methods of Description of Verbs in Relation to Machine Translation: General Verbs and Specialized Verbs") (Claudine Bodson); "Lexicometrie et lexicographie specialisee: le cas du 'Dictionnaire bilingue de la distribution'" (Lexicometry and Specialized Lexicography : the Case of the 'Bilingual Dictionary of Distribution'") (Christophe Rethore); "La constitution d'un repertoire de collocations verbales: une hierarchisation a trois niveaux" ("The Constitution of a Collection of Verbal Collocations: A Hierarchy of Three Levels") (Philippe Caignon); and "La synonymie en langue medicale" ("Synonymy in Medical Language") (Cecile Bruneau, Marina de Almeida). (MSE)

ED 422 739 FL 025 439

Brown, Stephen
Experienced and Inexperienced ESL Teachers' Lesson Planning for a Listening Activity.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Comparative Analysis; *English (Second Language); Graduate Students; Higher Education; *Language Teachers; *Lesson Plans; *Listening Comprehension; Second Language Instruction; Skill Development; Teacher Education; *Teaching Experience

A descriptive study compared lesson plans from three groups of English-as-a-Second-Language (ESL) teachers: experienced teacher; graduate students who had taught ESL before returning to school; and graduate students with no ESL teaching experience. The lesson plans were based on a textbook listening activity that included directions for listening to and responding to a taped monologue. Problematic aspects of the book's directions were analyzed, and possible approaches and activities were anticipated. The subjects' lesson plans were then analyzed and compared for focus and structure of the pre- and post-listening activities they included. Results showed, contrary to some previous research, that experienced teachers and experienced students tended to focus on linguistic elements in the text in planning pre-listening activities, while some inexperienced students went beyond the text to include issues in the broader world. Patterns for planning the post-listening activities were less clear. Implications for pre- service teacher education are discussed. Contains seven references. (MSE)

ED 422 740 FL 025 440

Alam, Samsul
Babbling: A Definition & Overview of Theories.

presented at the Nation Graduate Teaching Assistant Conference (5th, Colorado, November, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Planning; *College Faculty; Cooperative Programs; Educational Attitudes; Educational Policy; *Faculty; *Graduate Students; *Graduate Study; Higher Education; Partnerships in Education; *Professional Development; Program Effectiveness; Teacher Education; Teacher Educators; Teaching Assistants; Two Year Colleges

This paper discusses the Preparing Future Faculty (PFF) program, the achievements of the program, its implications for educational policy, and its future goals. It notes that PFF was created to address the challenges faced by higher education by helping graduate students prepare to become tomorrow's faculty, strengthening their preparation as teachers of undergraduates, and creating new paths in doctoral education. PFF is especially designed to bring together research universities and nearby undergraduate and community colleges, which provide the bulk of employment opportunities for new Ph.D.s. The paper describes the types of activities undertaken by PFF institutions and departments, and reports the results of a survey of PFF participants, including graduate students, faculty, and administrators. It notes that the vast majority of participants would recommend PFF to their colleagues. The paper encourages graduate faculty members, graduate schools, and graduate students to adopt PFF approaches that go beyond teaching assistant training, so as to help graduate students understand the full complexity of faculty roles and the career paths that are open to them. (MDM)

ED 422 762 HE 031 357

Anderson, Howard; Gaff, Jerry G.; Pruitt-Logan, Anne S.
Frequently Asked Questions About Preparing Future Faculty. Preparing Future Faculty. Occasional Paper No. 3.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 9p.; For other documents in the "Preparing Future Faculty" program, see HE 031 354-360.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Planning; *College Faculty; *Cooperative Programs; Educational Attitudes; *Faculty Development; *Graduate Students; *Graduate Study; Higher Education; Partnerships in Education; Program Descriptions; Teaching Assistants

This paper provides answers to frequently asked questions about the Preparing Future Faculty (PFF) program, a collaborative program that brings together clusters of doctoral and partner undergraduate institutions to plan programs that introduce graduate students to faculty life in a variety of campus environments. It discusses what new faculty members need to be prepared to do in their job, how PFF provides this preparation, how PFF benefits graduate students and faculty, how it differs from and goes beyond teaching assistant training programs, specific PFF program activities, what it takes to establish a PFF program, the need for doctoral institutions to partner with undergraduate institutions, linkages between institutions, the program focuses on the needs of working adults, and classes are offered evenings and weekends at multiple sites in a distance education format. A survey of nearly all of the professional management students attending class during spring 1997 obtained 454 responses. The survey centered on student satisfaction with the academic program and student services. Overall, respondents indicated that they were generally pleased with their program. Satisfaction was highest for areas related to instruction, program delivery, faculty, and the learning environment. Respondents were less satisfied with the use of technology, library services, financial aid, and counseling. Appended are the survey and tables detailing the study's methodology and findings. (Contains 9 references.) (DB)

ED 422 780 HE 031 509

MacFarland, Thomas W.
Assessment of a Prototype Internet and Online Information System Training Program for Adjunct Personnel Removed from Campus-Based Training Resources. Report No. 97-02.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjunct Faculty; Distance Education; Educational Technology; Higher Education; *Information Systems; Inservice Teacher Education; *Internet; Knowledge Level; *Participant Satisfaction; Private Colleges; Program Effectiveness; Self Evaluation (Individuals); *Staff Development; Videotape Recordings
IDENTIFIERS- *Nova Southeastern University FL

This report describes a prototype training program developed at Nova Southeastern University, Florida, to provide technology training to adjunct faculty, which comprises 60 percent of the university's faculty. The program relies mainly on self-paced instruction on the use of online information systems and Internet tools, and was structured so that participants would become familiar the university's computing infrastructure--with emphasis on: online access, the use of electronic mail, uploading and downloading files, use of the university's electronic library, file management, use of the World Wide Web and Internet tools, and use of Usenet newsgroups and listserv electronic mail discussion groups. Participants (n=18) in the 12-week training program were asked to evaluate the training videotape and to complete a self-assessment pretest and posttest of online computing skills. The videotape was given a mean rating of 4.5 (on a 1 - 5 scale). Participants' self-assessments showed a 31 percent increase in skill with online information systems. Individual sections of this report discuss the program's background, relevant literature, methodology, results, and recommendations. Appended are the two evaluation instruments. (Contains 60 references.) (DB)

ED 422 781 HE 031 510

MacFarland, Thomas W.
Graduates of the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern university Offer Judgment on Their University Experience, July 1, 1995, to June 30, 1996. Report No. 96-23.
PUB DATE- 96
NOTE- 83p.

influencing students' self-perceived gains in communication and critical thinking skills. The study examined students' background characteristics and general college experiences, as well as their experiences in their major field of study. Structural equation modeling was used to examine the influence of disciplinary differences on self-perceived gains. The sample used for the study consisted of senior students (n=694) enrolled for the 1995-96 academic year at a midwestern research university. Students completed a self-report instrument designed to measure how college experiences influence educational success. The study found that contrary to expectations, students in multi-paradigm disciplines reported no greater gains in learning than students in single-paradigm disciplines. Also disappointing was the finding that advising had no substantial influence on any of the variables in the model. The study did find that student background characteristics implied distinct ways in which gender and academic aptitude were related to self-perceived gains. The study concludes that most important to student learning were high-quality experiences in the major and an environment conducive to academic and social integration. (Contains 42 references.) (CH)

ED 422 800 HE 031 558

McLaughlin, Gerald W.; Howard, Richard D.; McLaughlin, Josetta S.
Effective Institutional Research: Overcoming the Barriers. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; *Decision Making; *Educational Research; Higher Education; Institutional Administration; *Institutional Research; Management Information Systems; *Management Systems; Models; Problem Solving; Self Evaluation (Groups); Strategic Planning; Systems Approach; Theory Practice Relationship
IDENTIFIERS- *AIR Forum

This paper describes a methodology for helping institutional research assess its roles and its effectiveness in supporting decision-making at all institutional levels. The paper discusses how to meet this goal by planning, doing, checking, and acting. Planning requires the understanding of the roles of the data custodian, the broker, and the information user. Doing involves performing these roles through five sequential steps. Checking requires understanding and overcoming barriers to effectiveness. Acting involves using strategies to integrate and interpret information in order to enhance its value to the institution. Individual sections of the paper define the term institutional research, establish the framework of the model, and discuss management of the various institutional research functions. Recommendations and suggestions for overcoming barriers are discussed. A table listing barriers to effective institutional research is appended. (Contains 15 references.) (CH)

ED 422 801 HE 031 559

Eno, Daniel; McLaughlin, Gerald W.; Brozovsky, Paul; Sheldon, institutional norms. The sample consisted of 480 nonproprietary postsecondary institutions in the United States, granting 2-year or higher degrees. Faculty were selected through stratified random sampling and were then further stratified by program area. Four independent variables were identified: tenure status, academic discipline, scholarly activity, and role concept; the dependent variable was measured by a Likert-like scale of faculty responses concerning adequacy of institutional/departmental funding, professional authority/autonomy, institutional mission/philosophy, administrative leadership, relationships with colleagues, and support services. Factor analysis reduced the original 19 measures to three factors: collegiality, workload, and autonomy. The paper concludes that use of large samples such as those collected by the National Center for Education Statistics will prove to be an important tool for researchers studying issues facing education in general and postsecondary education in particular. (Contain 30 references.)(CH)

ED 422 818   HE 031 576

Hall, Michelle; Baldwin, Beatrice
The Role of Institutional Research in Student Evaluations of Teaching. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Instruction; Higher Education; *Institutional Research; Institutional Role; Questionnaires; State Universities; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teacher Evaluation; Teacher Student Relationship
IDENTIFIERS- *AIR Forum; *Southeastern Louisiana University

This paper examines the role played by an office of institutional research in developing a new student evaluation of teaching protocol. At Southeastern Louisiana University, a comprehensive 4-year public institution, the administration appointed a campus-wide committee to study the student evaluations of teaching and to make recommendations for improvement. Nine aspects of the process were examined, including the philosophy behind the evaluations; prior years' evaluations; computerized data reporting; confidentiality issues; administrative and personal use of results; whether or not evaluations were mandatory; and evaluation of nontraditional classes. In fall 1995 a new evaluation instrument was pilot-tested, refined, and administered to 43 class sections (n=l,100), following which interviews were conducted with five classes. Following distribution of pilot data, six faculty members were interviewed in depth. The final report was presented to the faculty committee charged with developing the final instrument, which was developed with the help of analyses provided by the institutional research department. In fall 1997, implementation of the student evaluations of teaching program was transferred to the institutional research office, thus ensuring continuing quality of the instrument. Appended are the pilot-test questionnaire, a response form, interview protocols, suggestions for evaluating pilot data, and copies of the current instrument. (CH)

5-7, 1998).
PUB DATE- 98
NOTE- 543p.; For individual papers, see IR 018 977-019 029.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Computer Mediated Communication; Computer Uses in Education; Delivery Systems; *Distance Education; Educational Change; Educational Planning; *Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; Information Technology; *Instructional Design; Teaching Methods; Teleconferencing; World Wide Web
IDENTIFIERS- Learning Environments; Technology Integration; Virtual Classrooms

This conference focused on the many elements of distance education that must be integrated into a smooth-functioning whole that provides a quality learning experience. This proceedings contains 76 papers presented at information sessions, 14 workshop papers, and one addendum. Topics include learning environments; learning strategies; funding; teaching methods; front-end planning; instructional design; learner and teacher support; traversing state boundaries with distance education; distributed project team management; facilitating virtual learning teams; distance education consortia; courseware; virtual tours and videoconferencing; teaching mathematics, science and technology on the Internet; collaborative learning; student orientation; World Wide Web-based conferencing in postsecondary instruction; live, online collaboration; the National Guard Distributed Training Technology Project; legal terminology on the Internet; program and course evaluation; increasing enrollment in adult distance education; community development; computer conferencing and policy; electronic library resources and instruction; quality standards and assessment; distance on-the-job training; curriculum redesign; distance learning as organizational change; interpersonal group dynamics; vicarious learning; consortia; Navy use of distance learning; improving audio quality; institutionalizing distance learning efforts; faculty training; design models; final research results from the University of Wisconsin/Lotus experience; technological integration; asynchronous discussions; interactive television; minority adults' participation; enhancing Web instruction; teaching information literacy skills online; and online testing methods. (DLS)

ED 422 836 IR 018 977

Adams, Kate; Bicknell-Holmes, Tracy; Latta, Gail F.
Supporting Distance Learners and Academic Faculty Teaching at a Distance.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Access to Information; *Coordinators; Curriculum Development; *Distance Education; Document Delivery; Faculty Development; Higher Education; *Independent Study; Information Systems; Information

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Computer Uses in Education; *Electronic Libraries; Higher Education; Information Sources; Instructional Effectiveness; *Instructional Materials; Introductory Courses; *Library Instruction; *Library Services; Material Development; Student Surveys; *World Wide Web
IDENTIFIERS- University of Denver CO; *Web Sites

Students enrolled in the Freshman English Core at the University of Denver take a required course called "The Persuasive Voice" (PV), designed to teach basic library and research skills. Members of the library faculty received a grant to make basic World Wide Web-based instructional materials available via the library home page; the initial objective of the project was to provide instructional support to faculty, staff, and students involved in the PV. This initial bibliographic instruction project has grown rapidly and is now particularly useful to working adult students enrolled in applied, interdisciplinary, evening and weekend programs. Through the library's home page, off-campus students can gain access to around-the-clock bibliographic assistance in accessing, using, and assessing the relevance and provenance of electronic resources. To measure and report on the effectiveness of the initial Web-based training project, a survey-based assessment tool was developed and administered in the PV classes. Results reflect a clear need for ongoing instruction on both the basic and advanced levels. (Contains 13 references.) (AEF)

ED 422 854 IR 018 995

Gunawardena, Charlotte N.; Lowe, Constance A.; Anderson, Terry
Transcript Analysis of Computer-Mediated Conferences as a Tool for Testing Constructivist and Social-Constructivist Learning Theories.
PUB DATE- 98
NOTE- 8p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Constructivism (Learning); *Content Analysis; *Cooperative Learning; Group Discussion; Information Dissemination; Interaction; *Interaction Process Analysis; *Knowledge Level; Measurement Techniques; Models; *Teleconferencing
IDENTIFIERS- Collaborative Learning; Grounded Theory; *Learning Environments

This paper reviews the authors' attempts to find appropriate interaction analysis/content analysis techniques to assist in examining the negotiation of meaning and co-construction of knowledge in collaborative learning environments facilitated by computer conferencing. This study was undertaken in order to find appropriate interaction analysis techniques to address the following two evaluation research questions: whether analysis of the computer conference transcript yields evidence that knowledge was constructed within the group by means of the exchanges among participants; and whether individual participants change their understanding or create new personal constructions of knowledge as a result of interactions within the group. The new interaction analysis model was developed the model, and conclusions related to overcoming barriers to institutionalization of distance training efforts. (Author/DLS)

ED 422 873 IR 019 014

Schultz, Carolyn Stark; Rouan, Michael
Stanford Online: The Stanford University Experience with Online Education.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Software; *Computer System Design; Computer Uses in Education; Delivery Systems; *Distance Education; Higher Education; Internet; *Material Development; *Multimedia Materials; *Online Systems; Professional Continuing Education; *Professional Development; Student Attitudes; Student Surveys; Technological Advancement
IDENTIFIERS- Stanford University CA; Technology Integration; *Video Technology

This paper describes Stanford Online, a distance learning program at Stanford University (California) that utilizes the concept of asynchronous learning and the growth of the Internet to make Stanford courses, seminars, and lectures available anywhere, any time, and on demand in order to address the continuing education needs of busy professionals. Highlights include: (1) background on the growth of distance learning at Stanford, including the Stanford Instructional Television Network (SITN), the core program of the Stanford Center for Professional Development; (2) the Asynchronous Distance Education Project (ADEPT), including the use of Quicktime and video-streaming technologies, VXtreme and its Web Theater product family, and hardware used for authoring and for the World Wide Web and video server; (3) faculty and student reactions to Stanford Online; and (4) the future of Stanford Online. (DLS)

ED 422 874 IR 019 015

SchWeber, Claudine; Kelley, Kimberly B.; Orr, Gloria J.
Training, and Retaining, Faculty for Online Courses: Challenges and Strategies.
PUB DATE- 98
NOTE- 7p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; College Faculty; Computer Uses in Education; Delivery Systems; *Distance Education; *Faculty Development; Faculty Workload; Graduate Study; Higher Education; Inservice Teacher Education; Instructional Design; *Library Instruction; *Online Systems; Teacher Surveys; Teaching Methods; Teaching Skills; Training; Workshops; World Wide Web
IDENTIFIERS- *Support Services; Teacher Incentives; *Teacher Needs; University of Maryland University College

PUB DATE- 98
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Distance Education; Educational Change; Educational Environment; *Educational Policy; *Educational Practices; Educational Technology; *Educational Trends; Flexible Scheduling; Foreign Countries; International Programs; Nontraditional Education; *Open Education; *Staff Development; Trend Analysis

This book draws together the experiences, insights, and findings of some of the world's leading staff developers in open and flexible education. It is designed to provide an overview of the trends, influences and events which are shaping the work of these professionals, and the policy changes, processes and outcomes they are helping to bring about in this expanding field. Contributors offer frameworks, strategies, and practical advice for the organization and implementation of staff development in various educational settings, open applications, and cultural contexts around the world. Part 1: "Staff Development in Context," looks at the changing environment within which various levels and forms of staff development are needed. Part 2: "Staff Development in the Organisation," looks at ways in which staff development has been introduced into, and organized within, various distance and dual-mode institutions around the globe. Part 3: "Staff Development in Action," draws upon the experience of practitioners in regard to specific open, flexible and technology-based projects. (Contains references and an index.) (Author/AEF)

ED 422 892 IR 019 035

Surry, Daniel W.; Brennan, J. Patrick, II
Diffusion of Instructional Innovations: Five Important, Unexplored Questions.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adoption (Ideas); Computer Assisted Instruction; *Designers; Diffusion (Communication); Educational Development; *Educational Research; *Educational Technology; Educational Theories; *Instructional Design; Instructional Improvement; *Instructional Innovation; *Research Needs
IDENTIFIERS- *Diffusion of Innovations Research

Instructional Technology is a field of innovation. As instructional technologists realize that their innovations are not always readily adopted, theories of diffusion and adoption have been incorporated into instructional development models. This paper describes five unexplored areas of research related to the adoption and diffusion of innovations, specifically on the gaps in the literature in instructional settings: (1) Interaction of Adopter Groups; (2) Adoption Versus Retention; (3) Product Versus Process; (4) Technical and Societal Accommodations; and (5) Perspectives of Innovation. For each of the five areas, the authors provide an overview, a sample research question, a hypothetical case, and a description of one or more methodologies that might be appropriate to examine the question. The paper also includes a discussion of the contributions that diffusion theory has made to the field of instructional technology. (Contains 18 references.) (AEF) process, a list of reviewers, 1996-1997 IAIM officers and directors, and an author index/directory. (AEF)

ED 422 910 IR 057 068

Dutt, James S.
An Electronic Commerce Course for Undergraduate I.S. Majors: A Review of Current EC Courses and a Course Outline.
PUB DATE- 97
NOTE- 10p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Computer Oriented Programs; Computer Uses in Education; *Course Content; Curriculum Development; Higher Education; Information Management; *Information Science Education; *Information Systems; Instructional Design; World Wide Web
IDENTIFIERS- *Electronic Commerce

Although electronic commerce (EC) has been a reality for more than two decades, interest in EC has exploded within the past three years due to the increased business use of the Internet and the World Wide Web. While companies are increasingly looking for individuals with knowledge of and/or a background in EC, they are finding that most universities do not spend adequate time, particularly at the undergraduate level, on EC. This paper examines the degree to which Information Systems (IS) programs are teaching courses on EC, describes the types of EC courses being taught, and describes and presents an outline for an upper division EC course designed for undergraduate IS majors. The prototype EC course described includes a significant hands-on component giving students the opportunity to develop actual EC systems. While many of the topics may be covered in other IS courses, it is argued that an integrated approach which focuses on EC and provides students with the opportunity to conduct EC is a more appropriate way of teaching an increasingly important area of information systems. Appendices include a course outline and a list of EC courses accessible via the Web. (Author/AEF)

ED 422 911 IR 057 069

Brynjolfsson, Erik; van Alstyne, Marshall; Bernstein, Abraham; Renshaw, Amy Austin
Tools for Teaching Change Management: The Matrix of Change and Supporting Software.
PUB DATE- 97
NOTE- 10p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067. "Matrix of Change" is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Computer Software Development; Higher Education; Information Management; Information Science Education; *Information Technology; *Management Information Systems; Matrices;

with one employers; (4) the recent cohort has failed to capture the all-important wage gains from early job searching, and the gains have become more unequal; and (5) wages are declining and wage mobility is more unequal. The study concluded that, on average, about two-thirds of job changes and wage growth occur during the first decade of labor market experience. Without a dramatic shift in the economy, therefore, the recent cohort can expect lower and more unequal lifetime wage growth than their predecessors. (Contains 20 references) (KC)

ED 422 476 CE 076 994

Bernhardt, Annette; Morris, Martina; Handcock, Mark; Scott, Marc
Inequality and Mobility: Trends in Wage Growth for Young Adults. IEE Working Paper No. 7.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Russell Sage Foundation, New York, NY.
PUB DATE- 98
NOTE- 50p.; For related documents, see CE 076 499 and CE 076 993-995.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; *Economic Factors; Employment Patterns; Employment Practices; Employment Problems; Equal Opportunities (Jobs); *Males; *Occupational Mobility; Personnel Policy; Salaries; *Salary Wage Differentials; Socioeconomic Status; *Wages; *Whites; Young Adults
IDENTIFIERS- National Longitudinal Survey of Youth; National Longitudinal Survey Youth Labor Market Ex

To examine the impact of rising wage inequality on lifetime wage growth, a study compared the wage mobility experienced by two cohorts of young white men from the National Longitudinal Surveys. The original cohort entered the labor market in the mid-1960s at the end of the economic boom and was followed through the end of the 1970s. The recent cohort entered the labor market in the early 1980s after the onset of economic restructuring and was followed through the mid-1990s. For each cohort, wage profiles were analyzed across 16 years using a mixed-effects model. Analysis indicated that wage growth during the critical years of career development had been hit on two fronts: it had both stagnated and become significantly more unequal. To the extent that wage growth represented upward mobility, the prospects for such mobility had clearly deteriorated in recent years. (Appendixes contain 48 references, 3 data tables, and 8 figures.) (YLB)

ED 422 477 CE 076 995

Bernhardt, Annette; Morris, Martina; Handcock, Mark; Scott, Marc
Trends in Job Instability and Wages for Young Adult Men. IEE Working Paper No. 8.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Russell Sage Foundation, New York, NY.
PUB DATE- 98
NOTE- 54p.; For related documents, see CE 076 499 and CE 076 993-994.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Change; Comparative Analysis; Employment Patterns; Labor Problems; *Labor Turnover; *Males; *Occupational Mobility; Salary Wage Differentials; Tables

DACUM chart and learning modules for duties A-G. Each module in the student manual includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (YLB)

ED 422 491 CE 077 014

Manufacturing Technology Series. Educational Resources for the Machine Tool Industry. Course Syllabi, Instructor's Handbook, and Student Laboratory Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 1519p.; For related documents, see ED 401 431-445 and CE 077 005-017. Product of the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Consortium.
LANGUAGE- English
EDRS Price- MF12/PC61 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; Computer Assisted Design; *Computer Assisted Manufacturing; Computer Science; Consortia; Curriculum Design; Curriculum Guides; Employment Qualifications; Equipment Maintenance; Equipment Utilization; Job Skills; Learning Activities; Learning Modules; *Machine Tool Operators; Machine Tools; Manufacturing Industry; Numerical Control; Postsecondary Education; *Production Technicians; Robotics; *Technical Education; *Vocational Education
IDENTIFIERS- DACUM Process

This package consists of course syllabi, an instructor's handbook, and a student laboratory manual for a 2-year vocational training program to prepare students for entry-level employment as manufacturing technicians. The program was developed through a modification of the DACUM (Developing a Curriculum) technique. The course syllabi volume begins with the MASTER (Machine Tool Advanced Skills Technology Educational Resources) Program Consortium competency profile with 12 duties (and supporting technical workplace competencies): practice safety; apply mathematical concepts; interpret engineering drawings and control documents; recognize different manufacturing materials and processes; measure/inspect; perform conventional machining; perform advanced machining; program using CAM (computer-aided manufacturing) system; use computers; participate in total quality and SPC (statistical process control) activities; maintain electrical devices; and maintain hydraulic/pneumatic devices. The first volume contains the justification, documentation, and course syllabi for the courses. Each syllabus contains the following: course description; prerequisites; course objectives; required course materials; methods of instruction; lecture outline; lab outline; Secretary's Commission on Achieving Necessary Skills competencies taught; and appropriate reference materials. The two-volume instructor's handbook consists of technical training modules that include some or all of the following: time required; duty; task; objective(s); instructional materials list; references; student preparation; introduction; presentation outline; practical application; evaluation; summary; and attachments, including handouts, laboratory worksheets, and self-assessment with answer key. The handbook is arranged by duty grouping, with technical modules developed

PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; Educational Mobility; *Employment Patterns; Foreign Countries; Labor Force; Literature Reviews; *Migration; *Occupational Mobility; Overseas Employment; Population Trends; Postsecondary Education; Public Policy; Relocation; Secondary Education; Social Mobility; State of the Art Reviews; Trend Analysis; *Vocational Education; *Youth Employment
IDENTIFIERS- *European Union

This document contains two papers that examine mobility and migration of labor in the European Union and discuss specific implications for young people. The "Foreword" (Jordi Planas) examines the practical and symbolic role that establishment of the right to freedom of movement for European citizens plays in the process of construction of the European Union. "Mobility and Migration of Labour in the European Union" (Alexandro Tassinopoulos, Heinz Werner) summarizes available literature on labor mobility and migration in Europe, provides a historical review of statistics on migration in Europe, and examines the implications of mobility and migration for education and training. The paper contains 127 references and 29 tables/charts. Appended are a discussion of classifying migrational movements and an executive summary of a panel report on free movement of persons. In "Support for Transnational Mobility for Young People" (Soren Kristensen), the following topics are examined: potential forms of transnational mobility among young people within vocational education and training; legal and administrative obstacles to mobility in various fields; obstacles to mobility that stem from the culture and attitudes of young people to transnational mobility and to their aptitude. The paper contains 17 references. (MN)

ED 422 508 CE 077 040

Barrett, Alan; Hovels, Ben; den Boer, Paul; Kraayvanger, Geert
Exploring the Returns to Continuing Vocational Training in Enterprises. A Review of Research within and Outside of the European Union. CEDEFOP Pahnorama.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Continuing Education; *Cost Effectiveness; Education Work Relationship; Educational Research; Educational Trends; Foreign Countries; *Industrial Education; Lifelong Learning; Literature Reviews; *Outcomes of Education; Postsecondary Education; Questionnaires; *Research Methodology; Research Needs; Research Problems; Trend Analysis; *Vocational Education
IDENTIFIERS- *European Union

The returns on continuing vocational training (CVT) in enterprises were examined through a review of research on the returns on employer-provided training. A search of "Econ Lit," ERIC, and other databases identified more than 90 publications on the topic. Twenty-one publications examining the relationship between training inputs and training outputs from a variety of perspectives were selected for in-depth analysis.

and "Changing Demands on Training" (Bowker). The 14 papers on the client perspective--students and trainees are as follows: "Students and Trainees in VET" (Kotz); "Refocussing Market Reform" (Anderson); "Marketing VET" (Shreeve); "The Australian Recognition Framework" (Ward); "Observations of School-Industry Programs" (Goodman); "Co-ordinating VET Programs" (Hill); "Workplace Learning for Students" (Misko); "Developing Opportunities for Young People" (Hayes); "The Value of Qualifications" (Grimshaw); "Longitudinal Research and Participation in Further Education" (Ainley, Long); "Returns from Training for Apprentices" (Collins); "National Student Profiles" (Pattison); "Training To Add Value" (Curl); and "Key Issues" (Kirby). (YLB)

ED 422 525 CE 077 074

Robinson, Chris, Ed.; Thomson, Peter, Ed.
Readings in Australian Vocational Education and Training Research.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 439p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Corporate Support; *Cost Effectiveness; Delivery Systems; Economic Impact; Educational Development; Educational Policy; *Educational Quality; *Educational Research; Foreign Countries; *Inplant Programs; *Job Training; Nontraditional Education; Postsecondary Education; Program Evaluation; Secondary Education; Small Businesses; *Vocational Education; Workplace Literacy
IDENTIFIERS- *Australia

This volume synthesizes contemporary vocational education and training (VET) research reports and papers published in Australia in recent years. "An Overview of the Research and Evaluation Effort in VET" (Chris Robinson, Peter Thomson) introduces and discusses the 12 reviews of VET research literature. "Learning in the Workplace" (Paul Hager) addresses the increasing emphasis on informal learning and the inherent problems. "Returns to Enterprises from Investment in VET" (Stephen Billett, Maureen Cooper) suggests patterns of enterprise investment vary by enterprise size, degree of specialization in the training required, and geographic location. "VET and Small Business" (Jennifer Gibb) focuses on government role, training approach, suitable delivery modes, information and networking, credibility and quality of training, and equity. "Training Markets" (Damon Anderson) finds a lack of dispassionate and analytical research into their actual effects. "Entry-Level Training" (David Lundberg) concludes that research's contribution to informing policy on entry-level VET could and should have been greater. "Vocational Education in Schools" (Robin Ryan) recognizes the challenges of introducing vocational education into a school system. "Public and Private Training Provision" (Kate Barnett) deals with characteristics of VET providers and VET provision in a competitive training market. "Flexible Delivery of Training" (Peter Kearns) highlights the confusion surrounding adoption of these methods. "Assessor Training Programs" (Russell Docking) reports little effort to monitor program scope and quality, but substantial work to specify appropriate content. "Quality Assurance in VET" (Paul Hager) finds more case studies directed at program development than at evaluation. "Evaluation of VET" (Rod McDonald, Geoff Hayton) concludes evaluation has been

(052)
DESCRIPTORS- *Behavior Problems; *Catholic Schools; Elementary Secondary Education; *Interpersonal Competence; Interpersonal Relationship; *Prosocial Behavior; *Religious Education; *Social Development; Student Development; Values
IDENTIFIERS- *Boys Town NE

The Boys Town Model of Education is located within the historical context of Catholic parochial education. Classroom management includes all the things teachers must do to foster student involvement and cooperation in classroom activities, not just reactions to problem behaviors. This program is designed to help teachers motivate and encourage students in developing and maintaining responsible behaviors throughout life. It is firmly rooted in behavior analysis and social learning theory. The model focuses on teaching social skills where they may be deficient, on motivating students, and on creating a religious foundation. The components of the model are presented in chapter 1. Other chapters are devoted to student rights, building and maintaining relationships, problem solving, principles of behavior, the social skills curriculum, observing and describing behavior, rationales, effective praise, preventive teaching, the teaching interaction, ongoing behavior, behavior contracting, overview of administrative intervention, and working with parents. Throughout the book, aspects of the model are related to Christian teachings with references from Catholic position papers, the Bible, and other religious works. A list of basic and advanced social skills for children is appended. Examples of notes, referrals, behavior contracts, and forms are included. (Contains references and an index.) (EMK)

ED 422 545 CG 028 634

Horvatich, Paula K.; Wergin, Jon F.
Building a New Profession: Defining and Measuring the Competence of Addiction Counselors.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Certification; *Counselor Qualifications; *Counselor Training; Higher Education; National Surveys; Standards; *Substance Abuse; Tables (Data)

The education of addiction counselors, once based on tradition, myth and politics, is becoming professionalized, based on competencies, research and best practice. Many factors have contributed to this shift as subspecialties for addiction treatment have emerged in various disciplines. In 1993 the Center for Substance Abuse Treatment created the Addiction Technology Transfer Center Program to foster improvements in the preparation of treatment professionals. A curriculum committee developed a set of 121 competencies for practice. A survey was conducted to validate the competencies, determine gaps between actual and needed competencies displayed by entry-level counselors, and determine congruence among the perceptions of three practitioner groups: clinical supervisors, least experienced counselors, and most proficient counselors. Results for demographics, data reduction procedures, validation of the 121 competencies, gaps between actual and needed competencies, congruence among perceptions of counselor groups, regular education classroom and were at risk for poor or failing school performance. Solution strategies utilized for this practicum included a collaborative consultation pre-referral interventions program; inservice workshop activities to increase the collaborative competencies of the staff; and staff inservice workshops to increase knowledge of accommodations, modifications, and instructional strategies which can be used to meet the needs of students at-risk for poor school performance. Results of the practicum were positive. The collaborative consultation pre-referral interventions proved to be a successful means of meeting the academic goals of students. The response of staff to satisfaction indicators was favorable as was their trial and use of new accommodations. The "Reading and Language Arts Scoring Rubric" was not an adequate measure of student improvement, and outcomes with respect to reductions in referrals to special education were not met. The importance of phonemic awareness instruction for at-risk students is discussed as it relates to an unanticipated outcome regarding a large number of students demonstrating phonemic awareness or phonological processing problems. (Contains 4 tables of data and 47 references; appended are a reading/language arts scoring rubric, a student accommodations survey, various parent letters, a problem analysis record, an intervention assessment, an observation record, and a follow-up questionnaire.) (CR)

ED 422 564 CS 013 268

Grant, S. G.
Reforming Reading, Writing, and Mathematics and the Prospects for Systemic Reform.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Education; *Elementary School Teachers; *Mathematics Instruction; *Reading Instruction; *Teacher Attitudes; *Teacher Response; *Writing Instruction
IDENTIFIERS- Michigan; *Systemic Educational Reform; Teaching Perspectives; Teaching Research

A study explored the prospects for systemic reform by examining how four Michigan elementary school teachers make sense of and respond to recent subject matter reforms in reading, writing, and mathematics. The teachers, recommended by district supervisors as teachers who were engaging reforms in their classrooms, were interviewed and were observed in their classrooms. Each teacher's responses to subject matter reforms were examined along four dimensions: (1) the reforms encountered and how each teacher viewed these initiatives in relation to his/her past practice; (2) what each teacher believed s/he needs to learn and the learning opportunities taken; (3) the evidence of reform-minded ideas in each teacher's daily instruction; and (4) the changes in each teacher's assumptions about teaching and learning reading, writing, and mathematics. Results indicated significant variation across teachers' responses and across reforms: not only did the four teachers manage, for example, reading reforms differently, but an individual teacher's responses varied across reading, writing, and mathematics. Findings suggest that

ED 422 583 CS 216 475

Sinor, Jennifer
Waiting for the Words of Annie Ray.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diaries; *Family History; Family Relationship; *Journal Writing; Literary Genres; *Personal Narratives; Self Expression
IDENTIFIERS- Homesteading; *Testimony; *Writing Contexts

Literary scholars like Lynn Bloom consider truly private diaries as "bare-boned" works which are "written with neither art nor artifice." In 1995, a "pile of bones" arrived at one person's door delivered by Federal Express. They were the bones of her great aunt Annie Ray--fragments of the diary she kept from 1881 to 1885, the years she homesteaded in the Dakota territories with her husband, Charley, a blacksmith who worked up and down the West. Maybe because these diaries belonged to a relative, or because the relative wondered how Annie spent her days alone on the high prairie, or because Annie writes to a relative at a time when the recipient of Annie's diary has also begun keeping a diary, or maybe for all of these reasons, the diaries' recipient finds herself engaged in a project of dual discovery--finding a privileged place for private diaries and fulfilling her duty to Annie's memory. When Annie writes of her lonesomeness, the relative places herself on that empty plain and waits for the mail with her, reading about how the fiction that Annie read reminds her of "the heartache, suffering, and pain" of her own life. The paper suggests that a diary is not a narrative, it is a testimony and, unlike a narrative with a beginning, middle, and an end, testimony is raw and unassimilated, and the best the relative/reader can do is to witness Annie's testimony. (CR)

ED 422 584 CS 216 476

Shelley, Joanne Rein
Incorporating Computer Literacy into the Composition Classroom.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Computer Assisted Instruction; *Computer Literacy; *Freshman Composition; Higher Education; Hypermedia; *Internet; *Skill Development; Virtual Reality; Writing Assignments; *Writing Processes
IDENTIFIERS- *Computer Assisted Writing

This paper suggests that composition instructors must prepare their students for the ways in which the Information Superhighway affects professional and academic communication. Students must now be proficient in techniques of composing such

Rae, Ken
Growing the Flax Shoots=Whakaritorito Te Tupu O Te Harakeke: Power-Sharing in Education and Dilemmas and Implications for New Zealand Schools.
PUB DATE- 97
NOTE- 53p.; Paper presented at the International Conference of the South African Education Law and Policy Association (2nd, Stellenbosch, South Africa, September 18-20, 1997). Title partially in Maori.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Decentralization; Educational Change; *Educational Equity (Finance); Elementary Secondary Education; Foreign Countries; Government Role; Linking Agents; *Participative Decision Making; Policy Analysis; *Politics of Education; *Public Policy; *School Choice
IDENTIFIERS- Managerialism; New Zealand

Reform of New Zealand schools has been ongoing since 1988, when the Task Force to Review Education Administration recommended devolution of managerial control, within national guidelines, for each of the country's 2,700 state school boards of trustees with a majority of elected parents' representatives. Reforms instituted since 1989 across all sectors of New Zealand's education system can be set within a context of economic and governmental reforms since 1985. Reforms are analyzed from within public-choice theory, principal-agent theory, and managerialism for links to a New Public Management (NPM) model. Greater self-management for tomorrow's schools has been accompanied by greater governmental specification of desired outputs and increased accountability. Schools and their boards must comply in particular with the Education Act (1989), the State Sector Act (1988), and the Public Finance Act (1989). The tasks and dilemmas facing boards and educators in 1989, 1993, and 1997 are described. There is an ongoing tension between equity as a goal and choice as a means to responsiveness and effectiveness. Some 1997 modifications to the NPM model are recorded. Contains an abstract, three appendices containing national education guidelines, curriculum timelines and policy directives. (Contains 47 references.) (Author/MLH)

ED 422 603 EA 029 034

Alaska School Operating Cost Study. Final Report.
PUB DATE- 98
NOTE- 216p.; The "Supplemental Summary" contained on pages 1-15 was issued separately earlier on February 12, 1998.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Costs; Educational Economics; *Educational Finance; Elementary Secondary Education; Expenditure Per Student; *Financial Policy; School District Spending
IDENTIFIERS- *Alaska; Operating Costs

To help Alaska's residents determine school operating costs, the adjustment factors that compensate for the impact of school size and geographic location on school operating costs are presented. The text is not intended to determine the cost of basic educational need, but rather to allocate an amount of Basic Need as defined by legislative appropriation. Basic Need is not the amount of money required to meet some qualitative measure of educational services; it is simply the amount of

Presented at..." (150)
DESCRIPTORS- Achievement; *Administrator Characteristics; *Change Strategies; Elementary Secondary Education; Mentors; *Networks; Politics of Education; Risk; *Superintendents; Surveys; *Women Administrators
IDENTIFIERS- *Barriers to Participation; *California; United States

This paper aims to identify critical constraints as perceived by U.S. and California women superintendents and to determine how these women overcame them. The Survey of Influences on Female Superintendents' Careers (SIFSC) was used in two studies to collect quantitative and qualitative data on women superintendents in the United States and in California. This paper discusses data from three parts of the SIFSC survey: (1) demographics of both groups; (2) mean scores of four constraints deemed most critical by respondents; and (3) respondents' written strategies for overcoming these constraints. Descriptive statistics were used to analyze demographic and evaluative responses. The means of the three most critical constraints from each group were further analyzed for significant differences. Written statements were qualitatively analyzed by looking for themes across data. The superintendents in both studies agreed on three critical career constraints: difficulties in breaking into existing organizational networks, the belief that women cannot handle the superintendency's political aspects; and lack of organizational encouragement to apply for administrative positions. Solutions ranged from seeking mentoring opportunities to becoming involved with different publics, being well-prepared, taking risks, and accomplishing difficult tasks. An appendix of career constraints is included. (Contains 31 references.) (MLH/Author)

ED 422 623 EA 029 291

Macpherson, Ian
Creating Space for the Voices of Significant Stakeholders in Curriculum Leadership.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; *Leadership Responsibility; *Parent Participation; *Participative Decision Making; *Readiness; Student Participation; *Teacher Participation
IDENTIFIERS- Arizona (Phoenix); Australia (Brisbane); Conceptual Frameworks; *Curriculum Leaders; England (Cambridge); Hong Kong

This paper reports on collaborative, school-based research in an Australian Research Council-funded project that focused on curriculum leadership for effective learning and teaching. Although the research addressed certain questions about the nature of curriculum leadership and its representation in varied teaching/learning contexts, it raised others concerning major stakeholders' "readiness" to engage in curriculum leadership action. This paper explores how and to what extent stakeholders (teachers, students, and parents) perceive they are included in curriculum decision making. The study is set within a critical, collaborative action-research approach based

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Instructional Leadership; Learning Strategies; Phonics; *Principals; *Reading Achievement; Reading Attitudes; Reading Skills; Reading Strategies; Standardized Tests

Reading achievement and instruction receive wide attention in the popular press. Ways in which principals can increase reading levels in their schools are offered here. The text emphasizes the fact that principals have the power to create a "school of readers"; it offers current research in reading instruction and shares eight components needed to achieve this goal. The text opens with an explanation of why most students cannot read as well as they should and suggests that faculty concentrate only on things that can be changed. Chapter 2 summarizes the running debate between proponents of phonics and whole language and argues why reading cannot be an "either or" proposition. Chapter 3 then lays out the eight components needed for a reading school: (1) instructional leadership; (2) shared decision making; (3) planning to change; (4) instructional effectiveness; (5) parental involvement; (6) an articulated, balanced curriculum; (7) assessment and accountability; and (8) the 5-year plan. In chapter 4 the essential learning that needs to occur at each instructional level is detailed, and chapter 5 covers the topic of remedial reading and what principals can do to help the at-risk and learning-disabled child. The last chapter presents "30-plus" things that administrators can do immediately to raise reading achievement in a school. An 8-section resource list describes how to choose materials, how to teach cognitive strategies, and other information. (Includes an index and approximately 185 references.) (RJM)

ED 422 644   EA 029 329

Berg, Judith H.; Barnett, Bruce G.

The School District Superintendent: "Attention Must Be Paid."

PUB DATE- 98

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Administration; Educational History; Elementary Secondary Education; Politics of Education; *Research Needs; School Administration; *Superintendents

Viewing the school principal as the most important component in reform is reasonable, but it raises the question of why empirical research on the superintendent's role in education reform is relatively thin. An overview of why this gap in research exists and ways in which the school superintendent influences school reform are discussed in this paper. It begins with the premise that systemic change within a school system generally rests in the superintendent's domain. The focus throughout the paper is on why there is such a noticeable absence of reflection upon, and empirical examination of, the chief education officer's role. The text explores the superintendent's role and how the original intent of the position--to manage increasingly complicated school districts--is currently challenged by arguments to decentralize authority and devolve responsibility. The conditions of the superintendency are outlined, with particular attention given

Seeking and Selecting Hispanic Female Superintendents.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Elementary Secondary Education; *Hispanic Americans; Instructional Leadership; Leadership Qualities; Minority Groups; Personnel Selection; *Superintendents; *Women Administrators

Among the 1,000 females who lead school districts in the United States, some 25 to 30 are Hispanic. Ways in which Hispanic females are sought and selected for the superintendency of a district are explored in this paper. The report is based on an analysis of 12 Hispanic female superintendents and how they were hired. Two of the women in the sample administered small rural school districts where they were not only qualified, but as one stated, the match between them and the district was "natural." The remaining 10 were appointed to school districts undergoing dramatic changes, such as consolidation; bankruptcy; constant administrative turnover; and urban, demographic, and economic changes. Two districts featured severe poverty and enormous wealth, with the common factors in all the districts being the large proportion of Hispanic students and families. All but two of the superintendents were from suburban and urban areas, and their social and political skills were lodged in suburban and urban values and norms. The most successful superintendents had developed the personal connections necessary for support, and they understood the interdependence between symbolic and professional expectations. Vulnerable superintendents lacked both personal support and the experience necessary to integrate symbolic, professional, and political skills. (RJM)

ED 422 664 EA 029 351

Duncan, P. Kay; Chappell, Debbie; Spaulding, Wendy
Using Beliefs To Enrich Learning: The Serendipity of Leadership Platforms in the Educational Administration Classroom.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Educational Administration; Higher Education; Learning Strategies; *Reflective Teaching; *Self Evaluation (Individuals); Teacher Improvement; Teaching Methods; Values

The use of belief statements, or leadership platforms, may have uses and advantages as a pedagogical strategy beyond those cited in the literature. Some of the other uses of leadership platforms are described here. The paper details uses of the platform, pedagogical benefits of the platforms that are based on current theories of learning, and students' reactions to the development of their own platforms. The inquiry is qualitative in nature and contains descriptions of the pedagogy accompanying the use of platforms in an educational administration classroom. It also details how the instructor

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Change; *Educational History; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; Program Implementation; *Regular and Special Education Relationship; Surveys
IDENTIFIERS- China; *UNESCO; United Kingdom

This issue of "EFA 2000" focuses on the theme of inclusive education, i.e., including children with disabilities in general education classrooms. The cover story discusses a 1995 UNESCO survey of 63 countries that showed that integration of children with disabilities in regular schools is a declared policy in almost every country. Reasons for this movement toward inclusion are discussed, including the demand of parents of children with disabilities for equal rights for their children. Components for successful inclusion are identified, including: (1) the development of appropriate and flexible curricula to allow teachers to give additional time and instructional support to children with special needs; (2) adequate training for teachers in ordinary schools to be able to deal with diversified groups of pupils, including children with disabilities and learning difficulties; (3) new organizational arrangements to encourage special schools to work more closely with mainstream schools and individual teachers; and (4) information and support to parents of children with disabilities. Subsequent articles include a position statement by David Blunkett, Secretary of State for education and employment in the United Kingdom, an interview with Federico Mayor, director-general of UNESCO, about the state of basic education, and a description of China's ambitious national plan on inclusive education. (CR)

ED 422 684 EC 306 643

Bang, Myong-Ye; Lamb, Peg; Tomlinson, Jeanne
Schools and Communities: A Potent Partnership for Development of a Transition System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Community Services; *Cooperative Programs; *Disabilities; Education Work Relationship; *Employer Attitudes; High Schools; Interviews; Knowledge Level; Mentors; *School Community Relationship; *Teacher Attitudes; Transitional Programs; Work Study Programs
IDENTIFIERS- *Holt Public Schools MI

This study, undertaken at a Michigan high school, examined the development of collaborative relationships among school personnel, community members, and agency staff for the effective transition of students with disabilities from school to adult life. It attempted to identify the essential children with Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effect (FAE) and the interrelationship between social skills and academic improvement. Goals and techniques for teaching social skills are identified, including: (1) improving the skill of compliance by setting reasonable expectations, establishing clear expectations using visual and other cues in addition to oral instruction, expressing expectations in positive terms, using role play and other techniques to let affected children foresee possible future situations and practice how to handle such events, rehearsing and announcing transitions, seating the affected child with role models, reducing opportunities for impulsive behavior, reducing competition, preparing alternative tasks for students, limiting the number of choices, allowing talking time at regular intervals each day, changing rewards frequently, and using "Serenity Lane"; (2) improving the skill of emotional/impulse control by teaching relaxation techniques, teaching anger management, using restitution as a classroom management strategy, teaching and rehearsing negotiation strategies, intervening before things get out of hand, and anticipating problems; and (3) improving self-esteem and raising status among peers. Goals and techniques to use to improve academic progress are also listed. (Contains 11 references.) (CR)

ED 422 701 EC 306 676

Danaher, Joan
Eligibility Policies and Practices for Young Children under Part B of IDEA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *Classification; Definitions; *Developmental Delays; *Disabilities; Educational Legislation; *Eligibility; Federal Legislation; Preschool Children; Preschool Education; *Special Education; *State Regulation
IDENTIFIERS- *Individuals with Disabilities Education Act Part B

This publication discusses the findings of a review of the eligibility classifications and criteria provided by the coordinators of the state and jurisdictional preschool program under the Individuals with Disabilities Education Act (IDEA). Findings revealed seven states use only IDEA, Part B disability categories to identify eligible children of any age. In one of these seven states, the criteria for some or all of the categories are modified for younger children. Examples of modification that some states use include: (1) greater latitude for multidisciplinary teams in selecting assessment instruments and procedures; and (2) different scores or quantitative criteria for young children than for older children. Twenty-three states use all the of the Part B disability categories plus an additional category or classification unique to early childhood. However, three states use the additional category only when another disability category cannot be clearly differentiated. The eligibility policies of 15 states enumerate some, but not all, of the Part B categories, plus a category specific to early childhood. Seven states do not use any of the Part B categories for young children and use a noncategorical designation exclusively. A chart illustrating the different states' policies is included. (CR)

Objectives; Elementary Education; Elementary School Teachers; *FLES; Higher Education; Information Sources; *Language Teachers; Second Language Instruction; Second Language Learning; *Teacher Education Curriculum; Teaching Guides; Textbooks
IDENTIFIERS- Dowling College NY

This course syllabus for a 5-day intensive teacher education institute in FLES (Foreign Languages in the Elementary School) developed for Dowling College (New York) and geared to the certification requirements of New York State is presented. An introductory section describes the origins of the course, demand, and successful course components. The syllabus itself includes course dates, class hours, a brief course description, a list of specific course objectives, a list and descriptions of assignments, evaluation criteria, required texts, and class meeting and topic schedules. (Contains five references for the course's development and seven for the course itself.) (MSE)

ED 422 720 FL 025 404

de Courcy, Michele; Burston, Monique; Warren, Jane; Young, Paul
Doing Math in French in Australia.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Canadian Association of Immersion Teachers (21st, Victoria, British Columbia, November 6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Processes; Comparative Analysis; Elementary Education; English; Foreign Countries; *French; *Immersion Programs; *Language of Instruction; *Mathematics Instruction; Second Language Learning; Second Language Programs; Skill Development; Test Construction
IDENTIFIERS- Australia (Melbourne); *Content Area Teaching

A study in an early French partial immersion program in a Melbourne (Australia) elementary school investigated participating children's performance in mathematics in English (their first language) and French. Mathematics testing in both languages has been undertaken regularly as part of a long-term evaluation of the program. In the first year of testing (1995), there were no significant difference in results of students taking the test in English or French. However, in 1996 a difference emerged, with grade 5 students taking the test in English doing significantly better than those taking the test in its French version. Item difficulty analyses were conducted to reveal the problematic questions, and a content analysis was performed on the aberrant items. The study revealed new information about how children process mathematics problems in their second language, and provides insights into the development of the students' language in a partial immersion program. (MSE)

ED 422 721 FL 025 405

Ji, Kangli
A Study of Factors that Influence Foreign Language Learning & Some Possible Solutions.
PUB DATE- 97
NOTE- 8p.; Paper presented at an International Symposium on College English Teaching (Beijing University, China, 1997).

PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Language; *Infants; *Language Acquisition;
  Language Research; *Linguistic Theory; Oral Language
IDENTIFIERS- *Babbling

An overview of the babbling stage in child language acquisition, which occurs normally at age six months to one year, looks at research on this period. The babbling stage is preceded by arbitrary infant vocalization and is succeeded by production of simple but recognizable words. Babbling represents a period of increasing pattern and articulatory control, but without real words. The review of literature addresses the reasons babbling does not occur until about six months, the characteristics of this developmental stage, its benefits to the baby's language development, and several theories of babbling behavior. (Contains nine references.) (MSE)

ED 422 741 FL 025 441

Alam, Samsul
Thai Negation.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Language Patterns; Language Research; *Linguistic
  Theory; Native Speakers; *Negative Forms (Language); *Sentence
  Structure; Structural Analysis (Linguistics); *Thai; Uncommonly
  Taught Languages

A study analyzed the structure of negative sentences in the Thai language, based on data gathered from two native speakers. It is shown that the Thai negative marker generally occurs between the noun phrase (subject) and the verb phrase in simple active sentences and in passive sentences. Negation of noun phrases is also allowed in Thai, with a marker. The way in which negation works in a tag is also demonstrated. Double and triple negations are not allowed in Thai, nor is a negative marker allowed at the end of a sentence. However, a negation marker can be used at the beginning of a sentence. (MSE)

ED 422 742 FL 025 444

Wurr, Adrian
Classrooms in the Wild: Learning Language and Life Skills in the
  KUIS Outdoor Sports Circle.
PUB DATE- 96
NOTE- 14p.; Paper submitted for publication in the "Journal of
  Kanda University of International Studies" (KUIS).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Athletics; *English (Second Language); Foreign
  Countries; *Intensive Language Courses; *Multiple
  Intelligences; *Outdoor Education; Recreational Activities;
  Second Language Instruction; Second Language Learning
IDENTIFIERS- *Kanda University of International Studies (Japan)

The role of outdoor education activities in the Kanda University English language institute is described. The outdoor program was developed to unite faculty and students interested in effects of PFF on graduate education, the problems that PFF may raise for graduate students, institutions that are currently conducting PFF programs, and how to find out more about PFF. A listing of PFF programs and contact persons is included. (MDM)

ED 422 763 HE 031 358

Tice, Stacey Lane
The Relationships between Faculty Preparation Programs and Teaching Assistant Development Programs. Preparing Future Faculty. Occasional Paper No. 4.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 9p.; For other documents in the "Preparing Future Faculty" program, see HE 031 354-360.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Planning; College Faculty; College Instruction; *Cooperative Programs; Educational Attitudes; *Faculty Development; *Graduate Students; *Graduate Study; Higher Education; Partnerships in Education; Program Descriptions; *Teaching Assistants

This paper examines the relationship between teaching assistant (TA) development programs and faculty preparation programs, the commonalities between the two types of program, and the issues to be considered when making the transition from the former to the latter. It notes that many institutions adopted TA training programs in the 1980s in response to the demand for improved teaching, and that in the 1990s a number of institutions adopted programs to prepare graduate students to become faculty members. In examining what the two types of program have in common, the paper notes that both ultimately seek to improve the quality of undergraduate education. It then addresses considerations for institutions seeking to transform their TA training programs into Preparing Future Faculty (PFF) programs, including providing graduate students with the opportunity to work with mentors, access to advanced teaching assignments, opportunities to participate in academic service activities, access to professional development and career development programs, faculty involvement and leadership, and the establishment of partnerships with diverse institutions. (Contains 24 references.) (MDM)

ED 422 764 HE 031 359

Bogle, Enid E.; Blondin, Jo Alice; Miller, Jane Lindsay
A Memo to Graduate Students Preparing To Be the Faculty of the Future. Preparing Future Faculty. Occasional Paper No. 5.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 7p.; For other documents in the "Preparing Future Faculty" program, see HE 031 354-360.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Planning; *College Faculty; College Instruction; *Cooperative Programs; Educational Attitudes; *Faculty Development; *Graduate Students; *Graduate Study; Higher Education; Partnerships in Education; Program Descriptions

This paper discusses the Preparing Future Faculty (PFF) program

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bachelors Degrees; *College Students; *Graduate Surveys; Higher Education; Participant Satisfaction; Private Colleges; Questionnaires; School Demography; *Student Attitudes; Student Experience; Undergraduate Study
IDENTIFIERS- *Nova Southeastern University FL

This study surveyed 823 graduates of Nova Southeastern University, Florida, who received bachelor's degrees from July, 1995 through June, 1996. The survey focused on student attitudes toward their experience at the university. Surveys were returned by 284 graduates. Results are presented separately for the two main programs the College of Professional and Liberal Studies, a day program for traditional college-age students, and the College of Career Development, an evening and weekend program for working adults. Overall, graduates reported they were pleased with their university experience and felt able to translate this experience into personal and professional gains. One substantial demographic finding was a noticeable percentage decrease in white, non-Hispanic graduates and an increase in Hispanic graduates from 1990/91 (when a similar survey was conducted). Individual sections of the report include: an introduction; an explanation of the survey development and population sampling; detailed discussions of the results of each survey question; and a summary, which compares the two colleges and discusses the constituent market. A review of demographic changes anticipated for the institution's South Florida base completes the report. The survey is appended. (Contains 23 references.) (DB)

ED 422 782 HE 031 511

MacFarland, Thomas W.
Independent Colleges and Universities of Florida. Fact Book. Report No. 98-02.
PUB DATE- 98
NOTE- 201p.; Prepared by Nova Southeastern University's Office of Research and Planning in cooperation with the 24 Members of the Independent Colleges and Universities of Florida.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Faculty; Data Analysis; *Educational Finance; *Enrollment; Expenditures; Graduate Study; Higher Education; Income; *Private Colleges; Professional Education; Statistical Data; Tables (Data); Undergraduate Study
IDENTIFIERS- *Florida; Integrated Postsecondary Education Data System

This fact book presents comprehensive information on the 24 Florida four-year colleges associated with the Independent Colleges and Universities of Florida (ICUF), with data drawn primarily from the institutional surveys completed as part of the Integrated Postsecondary Education Data System. Introductory information describes the history of the ICUF and is followed by narrative descriptions of each institution (prepared by the institutions). The following section provides data on institutional characteristics, including undergraduate tuition and fees, room and board charges, total number of undergraduate students, number of first-time-in-college freshmen, total number of graduate students, and total number

Phyllis
Predicting Freshman Success Based on High School Record and Other Measures. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Attendance; *College Freshmen; *Dropout Research; Educational Research; High Schools; Higher Education; School Holding Power; Student Adjustment; Student Attrition; Undergraduate Students
IDENTIFIERS- *AIR Forum; Virginia Polytechnic Inst and State Univ

Most research on success in first-semester retention of college freshmen has looked either at performance in specific courses or at performance in a given course across all colleges. In the fall of 1997, Virginia Tech (Blacksburg) implemented a new academic eligibility policy, which defined success as earning an average grade of C or better. This report presents results from the second stage of a study that extended previous research by examining additional high school data, such as the number of courses in a specific area of study and grade point average in those courses, and results from the preceding year's freshman class. The study examined the value of detailed high school information, the effects of advising, and the relationship between actual performance and overall difficulty of students' schedules. The results indicate that performance prediction can be improved by using detailed high school information; that prediction of performance needs to be supported by operational processes; and fully understanding the outcome of the advising system depends on recording its results. (Contains 13 references.) (CH)

ED 422 802 HE 031 560

Underwood, David G.; Craighead, Michelle M.
Graduate Record Examination (GRE) Scores as an Assessment Tool. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Accreditation (Institutions); *College Outcomes Assessment; Correlation; Evaluation Criteria; Higher Education; *Institutional Evaluation; Majors (Students); Outcome Based Education; Performance; Predictive Measurement; Regression (Statistics); *School Effectiveness
IDENTIFIERS- *AIR Forum; *Graduate Record Examinations; Scholastic Assessment Tests

This paper examines whether graduate record examination (GRE) scores are a legitimate assessment tool for measuring institutional accountability and effectiveness that is, how well its graduates will do after having attended the institution for four or more years. Following a discussion of the various pros and cons of using the GRE as an accountability measure, the study reports on an examination of all GRE reports for five years (May 1992-May 1997) collected at a land-grant

ED 422 819 HE 031 577

Brandt, Dennis M.
Institutional Effectiveness: Practice or Theory. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); College Outcomes Assessment; Excellence in Education; Formative Evaluation; Higher Education; Institutional Administration; *Institutional Evaluation; Institutional Mission; *Institutional Research; Institutional Role; Mission Statements; Organizational Effectiveness; Policy Formation; Self Evaluation (Groups); *Strategic Planning
IDENTIFIERS- *AIR Forum; *Southern Association of Colleges and Schools; Texas

This paper reviews the history, the concept, the process, and several models of institutional effectiveness, focusing particularly on those using the Criteria for Accreditation of the Southern Association of Colleges and Schools (SACS). It defines institutional effectiveness as an ongoing process that includes strategic planning, mission, goals, objectives, assessment, evaluation, and revision, with a framework that rests on clearly defined purpose, educational goals consistent with the institution's purpose, its development and implementation of procedures for evaluating these goals, and its use of the evaluation to improve educational goals. The paper reviews various models of the strategic planning process, assessment, and evaluation, including program review and student outcomes. Also discussed is a survey of Texas higher education conducted in spring 1997 to gather information on the status of the institutional effectiveness process at the various institutions. Most of the responding institutions indicated adoption of at least some of the SACS guidelines. The study also found increasing progress in the establishment of institutional research offices. (Contains 24 references.) (CH)

ED 422 820 HE 031 578

Rohrlick, Jeffrey; Alvarado, Diana; Zaruba, Karen; Kallio, Ruth
From the Model Minority to the Invisible Minority: Asian & Pacific American Students in Higher Education Research. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Asian Americans; Higher Education; Institutional Environment; Minority Groups; *Pacific Americans; Self Concept Measures; *Self Evaluation (Individuals); *Student Attitudes; Student Characteristics; Student Development; Student Experience; Student Surveys;

Technology; Library Role; *Library Services; Student Needs; Technological Advancement; User Needs (Information); World Wide Web
IDENTIFIERS- *Technology Utilization; University of Nebraska Lincoln

There are three challenges academic institutions must address in order to achieve the goal of ensuring that distant students are afforded the opportunities of independent learning: (1) academic libraries must effectively utilize technology to make the information resources in their research collections accessible to distant students; (2) academic librarians must utilize instructional and communications technologies to extend their services to distant students; and (3) information support staff, faculty development personnel, and librarians must work with teaching faculty to ensure that they understand the limitations of the distance technologies they employ to extend their classrooms. The University of Nebraska-Lincoln has addressed these challenges by establishing a coordinator position within the libraries to provide oversight for services to distant learners. The primary aspects of library operations that the coordinator facilitates for distant learners are access to electronic resources, provision of liaison services, and timely delivery of materials. Access to the library's online public access catalog, bibliographic databases, full text databases, reference works, electronic journals, and a classified catalog of Internet resources is provided through an Integrated Research Information System. Liaison librarians offer instructional support for remote students. Materials are requested electronically and delivered directly to students' homes. (DLS)

ED 422 837 IR 018 978

Anderson, Erik T.; Makus, Larry; Fanno, Wayne; Swan, Mike
Traversing State Boundaries with Distance Education: The Tri-State Agricultural Distance Delivery Alliance.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Colleges; *Agricultural Education; Bachelors Degrees; Community Colleges; *Consortia; *Cooperative Programs; Curriculum Development; Delivery Systems; Differences; *Distance Education; Educational Planning; Higher Education; Institutional Characteristics; Instructional Development; *Intercollegiate Cooperation; Land Grant Universities; *Program Development; Two Year Colleges
IDENTIFIERS- *Tri State Agricultural Distance Delivery Alliance; United States (Northwest)

The Tri-State Agricultural Distance Delivery Alliance (TADDA) is a new distance education consortium. The three land grant universities in the Pacific Northwest (the University of Idaho, Oregon State University, and Washington State University) developed TADDA in cooperation with Eastern Oregon University and four of the region's community colleges (College of Southern Idaho, Blue Mountain Community College, Treasure Valley Community College, and Walla Walla Community College). TADDA was established to develop and deliver a bachelor's degree program in general agriculture to distant learners using a grounded theory building approach which involved analysis of the interactions that occurred in a global online debate conducted through computer conferencing. The following five phases and related operations of the interaction analysis model are outlined: (1) sharing/comparing of information; (2) discovery and exploration of dissonance or inconsistency among ideas, concepts, or statements; (3) negotiation of meaning/co-construction of knowledge; (4) testing and modification of proposed synthesis or co-construction; (5) and agreement statement(s)/applications of newly-constructed meaning. (AEF)

ED 422 855 IR 018 996

Henderson, Denise L.
Cyber-Evaluation: Evaluating a Distance Learning Program.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Computer Uses in Education; Course Content; *Course Evaluation; Decision Making; *Distance Education; *Evaluation Methods; Feedback; Leadership; *Military Personnel; Postsecondary Education; *Staff Development; *Student Attitudes; Student Surveys
IDENTIFIERS- *Army

This paper examines how the process of soliciting evaluation feedback from nonresident students in the Army Management Staff College (Virginia) program on leadership and management for civilian employees of the Army has evolved since 1995. Course design is briefly described, including the use of video-teleconferences, chat rooms, an electronic bulletin board and library, and e-mail. Discussion of the evaluation plan covers administration and response nonresident class surveys from 1995 through 1998, graduate surveys, and supervisor surveys. The analysis and electronic dissemination of survey data to staff and faculty is also summarized. (AEF)

ED 422 856 IR 018 997

Hillesheim, Gwen
The Search for Quality Standards in Distance Learning.
PUB DATE- 98
NOTE- 8p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Course Evaluation; *Distance Education; Educational Administration; *Educational Assessment; *Educational Quality; Empowerment; *Evaluation Criteria; Graduate Study; Higher Education; Leadership; Models; Online Systems; *Quality Control; Recordkeeping; Standards; Teacher Evaluation; Teacher Student Relationship

This paper explores the issues surrounding quality in higher education and its necessary adaptation to the online world of educational delivery. A historical perspective on quality

This paper addresses the two core challenges facing institutions interested in delivering courses online: the increased need for faculty with interests and skills in this area, who can master the technology, take advantage of the new pedagogy mandated by teaching in a text-based environment, and maintain their subject area competence; and the delivery of academic support services, so that faculty are sufficiently trained to take advantage of these resources in the design and delivery of their World Wide Web-based courses. Strategies and practices used at the University of Maryland University College (UMUC) Graduate School of Management & Technology (GSMT) are described, including a four-phased, two semester training program; ongoing faculty support and supervision; an extensive UMUC faculty development program; and an intense and supportive relationship with the Office of Library Services. The paper is organized in the following six sections: (1) training GSMT faculty; (2) GSMT "time" research (i.e., research on the amount of time needed to teach an online course and what elements are involved); (3) retaining online faculty; (4) educating faculty about online library resources; (5) library workshops; (6) the online library resources course for new students and faculty; and (7) delivery and evaluation of this course. (DLS)

ED 422 875 IR 019 016

Shearer, Rick L.; Rose, Bill
CMC Environments Designed To Facilitate Multiple Levels of Interaction.
PUB DATE- 98
NOTE- 6p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; *Computer Mediated Communication; Computer Networks; *Computer Software; Computer Uses in Education; *Cooperative Learning; Delivery Systems; *Distance Education; Higher Education; *Instructional Design; Interaction; Professional Continuing Education; Screen Design (Computers); Student Attitudes; Teacher Attitudes
IDENTIFIERS- Collaborative Learning; *Learning Environments; Pennsylvania State University; Technology Integration; Virtual Classrooms

The Pennsylvania State University, through its World Campus, is exploring several design models which provide multifaceted communication environments for distance education. Currently, students enrolled in World Campus programs interact with courses delivered through WebCT, a course management tool, or through FirstClass. This paper focuses on FirstClass, a communication tool that provides students with access to a single communication environment that supports individual courses, as well as offering an interface to the whole curriculum, including the ability to communicate with the World Campus Learner Support (i.e., the administrative support unit for applications, registration, financial aid, and ombudsmen for students). The following topics are addressed: the FirstClass environment; collaborative workspace; level of interactions; and faculty and student perceptions. Figures illustrating the FirstClass desktop and collaborative work space are included. (DLS)

ED 422 893 IR 019 036

Gibson, Chere Campbell, Ed.
Distance Learners in Higher Education: Institutional Responses for Quality Outcomes.
PUB DATE- 98
NOTE- 156p.; Cover design by Tamara Dever.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Computer Mediated Communication; Computer Networks; Cultural Pluralism; *Distance Education; *Educational Practices; *Higher Education; Nontraditional Education; Outcomes of Education; Self Concept; Sex Differences; Student Motivation; *Student Role; Teacher Attitudes; Teaching Methods; Universities

The contributors to this book, administrators and faculty from a variety of higher education institutions in North America, reflect on current research and practices in distance higher education, and address specific facets of the distance learner. Following an introduction by Michael G. Moore, eight chapters include the following: (1) Distance Learners in Higher Education (Melody M. Thompson); (2) Gender in Distance Education (Elizabeth Burge); (3) Understanding and Supporting the Culturally Diverse Distance Learner (Irene Sanchez and Charlotte N. Gunawardena); (4) The Distance Learner's Academic Self-Concept (Chere Campbell Gibson); (5) Improving Learner Outcomes: The Effects of Learning Strategies and Motivation (Christine H. Olgren); (6) Learning in a Networked World: New Roles and Responsibilities (Terry D. Anderson and D. Randy Garrison); (7) The Distance Learner in Context (Chere Campbell Gibson); (8) Supporting Learners at a Distance from Inquiry through Completion (Daniel Granger and Meg Benke). The book ends with a review and summary of key strategies to be considered in the design of instruction and the support of distance learners written by Chere Campbell Gibson. Contains a short bibliography, which highlights a list of journals and several Web sites that focus on teaching and learning at a distance. (AEF)

ED 422 894 IR 019 037

Burke, Janet
Technology Applications for the Exceptional Learner.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Conference and Exposition of the National Catholic Educational Association (95th, Los Angeles, California, April 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Computer Software; Computer Uses in Education; *Disabilities; *Elementary School Students; Elementary Secondary Education; Lesson Plans; *Secondary School Students; Special Education; Student Needs; Teaching Guides; *Word Processing
IDENTIFIERS- Computer Use; *Microsoft Word

This paper is a series of lesson plans designed to assist teachers with the instruction of the exceptional learner. The focus is on identifying what the exceptional learner needs, and provides specific lesson plans that met those needs. Exceptional learners experience difficulty with spelling,

*Organizational Change; *Screen Design (Computers)
IDENTIFIERS- *Change Analysis; *Matrix Management; Prototypes

This paper presents recent developments in provision of support tools for change management and explains how they have been effectively used for teaching students about information technology (IT)-enabled change management in the core IT classes at MIT (Massachusetts Institute of Technology) and Stanford University (California). It also describes new software for use in both the teaching and practice of business process reengineering. The software was developed using the Visual Basic programming language and executable versions will be available for delivery over the World Wide Web for classroom use. The core of the new teaching sequence is a new tool, the Matrix of Change, which helps to characterize such change management features as the feasibility of proposed changes, the preferred speed of execution, and the best sequence of changes. It works by identifying complementary and interfering work practices. Figures include a Matrix of Change analysis and screen shots from the Matrix of Change software. (AEF)

ED 422 912 IR 057 070

Mennecke, Brian; Bradley, John
Making Project Groups Work: The Impact of Structuring Group Roles on the Performance and Perception of Information Systems Project Teams.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Communication (Thought Transfer); Cooperative Planning; *Group Activities; Group Discussion; Group Dynamics; Higher Education; Information Science Education; Information Systems; Instructional Effectiveness; *Student Projects; *Student Role; *Teamwork
IDENTIFIERS- East Carolina University NC

While teams in the business environment are highly structured with clearly defined roles, unstructured project teams in the educational environment suffer from communication and coordination problems. This study at East Carolina University (North Carolina) demonstrated the impact of this lack of structure by providing distinct roles and responsibilities for two sections of an Information Systems class, while leaving two other sections without imposed structure. The structured teams not only reported a more positive experience with the project, they also scored significantly better. This paper discusses team structure, followed by a description of the methodology and results of the study. The paper concludes with a discussion of the findings and implications for teaching and further research. (Author/AEF)

ED 422 913 IR 057 071

Hong, Shuguang
Teaching Web Applications Development to Information Systems Students.
PUB DATE- 97
NOTE- 11p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.

(Data); Tenure; *Wages; *Young Adults
IDENTIFIERS- National Longitudinal Survey of Youth; National Longitudinal Survey Youth Labor Market Ex

To determine whether there has been a secular rise in job instability among young adults over the past 3 decades, a study compared two National Longitudinal Survey cohorts of young white men. The first cohort entered the labor market in the late 1960s and early 1970s, the second during the late 1970s and early 1980s. The study examined longitudinal data on work history and schooling and found a significant increase in the rate of job changing across the two cohorts. The trend toward lower marriage rates and longer transitions into the labor market explained some increase. The economy's shift toward the service sector played an important role, although declines in stability occurred in traditionally unionized industries as well. The overall rise in instability resulted in shorter median tenures. Although greater job instability and shorter tenures are not necessarily a bad thing, findings indicated young workers in recent years failed to capture the all-important wage gains that were associated with job changing in the past. This deterioration in wage gains was felt largely by less educated workers, but inequality in these gains also increased for all education groups. In combination, findings suggested a decline in the long-term economic welfare among those who entered the labor market in the 1980s. (Appendixes contain the following: 43 references; comparison of estimates of job change rates; adjusting for attrition; permanent wage estimation; 5 tables; and 5 figures.) (Author/YLB)

for each task box on the competency profile. The student laboratory manual contains a DACUM chart and learning modules for duties A-L. Each module in the student manual includes some or all of the following: objectives, outline, laboratory exercises, laboratory aids, and handouts. (MN)

The following were among the review's main conclusions: strict rates of return have rarely been calculated; training is shown to have positive effects on wages and productivity; evidence suggests that training received from one employer increases productivity and wages with another employer; and selection effects matter in training. The studies were also analyzed from the standpoint of the issues involved in measuring the returns to CVT investments. The amount of empirical research concerned with estimating returns to CVT was discovered to be relatively sparse and underdeveloped. It was recommended that more thought be given to methodological issues, such as the suitability of qualitative and quantitative research and whether they can complement one another. (The 21 studies are summarized in an annotated bibliography. The document contains 93 references.) (MN)

little used for VET improvement. "The Impact of Research on VET Decision-Making" (Chris Selby Smith) finds VET research has not been sufficiently influential in affecting decision-making processes. A chapter index is appended. (YLB)

ED 422 526   CE 077 075

Misko, Josie
School Students in Workplaces: What Are the Benefits?
PUB DATE- 98
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Benefits; Educational Research;
  Employer Attitudes; Experiential Learning; Foreign Countries;
  High Schools; *Job Placement; Questionnaires; School Business
  Relationship; Student Attitudes; Student Employment; Student
  Evaluation; *Student Participation; Teacher Attitudes; *Work
  Experience Programs
IDENTIFIERS- *Australia

An Australian study explored assumptions underlying thinking about work experience and vocational placement programs described in the literature, documented how much they were warranted by available evidence, and examined student and employer benefits. Surveys collected data from the following: students in grades 10-12 who participated in placements in 1996; work experience and vocational placement coordinators in schools; coordinators of vocational placements; and workplace supervisors. Findings indicated that students were involved in selecting placements and making arrangements. Major responsibility for negotiating placements rested with teachers and coordinators; employers played a minimal role. Few students said they were given a list of things to do before entering the workplace; the majority of coordinators and teachers claimed students were sent into workplaces with such a list. The great majority of students received some training to prepare them for their workplace experience. About half of teachers and coordinators reported no training for their roles. Few students chose traditional trades or emerging industries as desirable vocational placement. Most students' performance was assessed, frequently by workplace supervisors. When students rated the extent to which their expectations were fulfilled, findings showed significant and high positive correlations between expectations and outcomes. The majority of all respondents believed the workplace experience was worthwhile and had definite benefits. (Contains 12 references. Appendixes include survey instruments and results.) (YLB) and competency subsets are reported. Large gaps were observed between what competencies counselors need to do the job and the competencies they possess. Discussion includes validation issues, the further usefulness of the survey findings, and the competencies list. Tables present demographics and needs assessment; the complete "Addiction Counselor Competencies" document developed by the committee is appended. (EMK)

ED 422 546 CG 028 637

Stapley, Janice C.; Stedman, Tracy L.; Janhonen, Paula A.
Schools Linking with Family and Community Resources To Prevent Suicide.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; College Students; *Confidentiality; Elementary Secondary Education; Higher Education; *Prevention; School Psychologists; Student Welfare; *Suicide; *Teacher Student Relationship

School psychologists can expand their role as consultant to students, school personnel, and parents by disseminating information about suicide ideation. This paper represents a replication of a previous study by two of the authors concerning knowledge about suicide among undergraduate university students majoring in education at a southern university. The current study surveyed a sample of both undergraduates and graduates in the School of Education at a northern university. Questionnaires concerning knowledge about suicide and attitudes regarding the role of teachers and school personnel in handling situations involving disclosure of suicide ideation were completed (N=113). One-way ANOVAs were calculated for responses to two scales comparing undergraduate and graduate students. Results from this study were also compared with those of the previous study. Open-ended questions were submitted for content analysis, which proved difficult due especially to an apparent lack of clarity about the meaning of confidentiality. The current study demonstrates that the need for more training among teachers is pervasive, rather than limited to the South or undergraduates. Both undergraduate and graduate education students lack important information for preventing suicides among school children. Confidentiality in particular was poorly understood. It is suggested that school psychologists train other school personnel and parents regarding suicidal behavior and the need for breaking confidentiality when there is a risk of suicide. (Contains 10 references.) (EMK) understanding teachers' experiences can help educators see something of the nature of educational change at the classroom level as well as the promises and problems of efforts such as systemic reform. (Contains 24 references, 5 tables of data, and 3 notes.) (RS)

ED 422 565   CS 216 434

Lalicker, William B.
Rhetorics, Poetics, and Cuentos: Critical Composition Practice in a Multidisciplinary Department of English.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998). Appendix C contains small type that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; *College Faculty; Collegiality; *English Departments; Higher Education; *Interdisciplinary Approach; Interprofessional Relationship; Organizational Climate; Writing Instruction
IDENTIFIERS- *Composition Literature Relationship; *West Chester University of Pennsylvania

The department of English at West Chester University, Pennsylvania provides a laboratory for examining the situation of composition in a department that has documented its dedication to a unified study of English based on attention to reading and writing. The department adopted a "Statement of Coherence" that signals a dialectic: the fact that the department needed such a statement suggests a centrifugal tendency, but the fact that the department made such a statement suggests a willingness to achieve wholeness. The traditional literary faculty continue to command resources that significantly exceed what the compositionists can muster for the tasks of teaching students and enhancing that teaching through research and new hiring. But the real answer to the question of whether multidisciplinarity recognizes composition as an equal participant in the mission of the department comes in "cuentos": in stories, in the day-to-day events of the department and in the way those events are reframed as they are retold. One such story comes from the department's "Outcomes Assessment Retreat." The groups established to draft each subdiscipline's outcomes mirrored the implicit hierarchy of the department, and the attempt to produce mission-reflecting outcomes revealed the ongoing dialectic between the centrifugal and cohering tendencies of the department. Two cliches provide an adequate peroration: talk is cheap, and actions speak louder than words. Appended are the English Department's Statement of Coherence and Mission statement, and the Composition Group's Outcomes for the General Education Composition Program. (RS) as hypertext and the recursive writing process to perform various writing and research tasks as a prerequisite to success in both the classroom and on the job. The student is able to visualize the final draft more readily in computer-based writing, thereby becoming encouraged through positive reinforcement, an educational technique that is conducive to learning in any discipline. The teaching strategies in the one composition classroom are geared toward laboratory experiences with ample hands-on time at the computer. For example, the first assignment students must do is to learn how to use WordPerfect. Not only must they achieve a satisfactory degree of competency using the software, they must also reach a level of competency in using the equipment, including troubleshooting computer problems such as printer jams and disk damage. (CR) money the legislature appropriates to provide basic education to students. The study did not address local contributions, federal impact aid, categorical aid, or other factors that affect the amount of state aid allocated to each school district. The study identifies three categories of school costs (instruction, nonpersonal services, and administration) and analyzes them separately, because responses to size and geographic location vary. Costs were placed into two groups: school-level costs (instruction) and district-level costs (nonpersonal services and administration combined) to simplify the analysis. A technical appendix features graphs of school-size categories, size adjustment impact, costs, and other information. (RJM)

ED 422 604   EA 029 123

Bulach, Clete; Pickett, Winston; Boothe, Diana
Mistakes Educational Leaders Make. ERIC Digest, Number 122.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Behavior; Administrator Guides; Beginning Principals; *Educational Administration; Elementary Secondary Education; Interpersonal Competence; *Leadership Training; *Principals
IDENTIFIERS- ERIC Digests

Most administrator training programs focus on what educational leaders should do rather than what they should not do. This digest offers an overview of mistakes administrators should try to avoid. The emphasis on the negative stems from the belief that undesirable behaviors are far fewer than desirable ones. The digest reviews the types of mistakes leaders tend to make, identifying 15 categories of errors, with most of them arising from poor human-relations skills. Many leaders fail to provide their staffs with adequate encouragement, or they make decisions based on a poor understanding of their schools' issues and problems. The second most frequently occurring mistake falls under the category "poor interpersonal communication skills," especially the failure to listen. These interpersonal problems are worsened by the failure to give and receive feedback. Since interpersonal skills and human-relations skills are closely associated, it is argued that by building future leaders' human-relations skills, these leaders' interpersonal competence will also improve. The digest concludes with a list of six suggestions designed to help administrators avoid career-ending mistakes. (RJM) on small-group discussions held in four cultural contexts: Brisbane (Australia); Hong Kong; Cambridge (United Kingdom); and Phoenix, Arizona (USA). These discussions produced some propositions regarding stakeholder place, readiness, and potential. Regarding place, curriculum leadership is a shared phenomenon within a teaching/learning community that encourages everyone's participation, even those with dissonant voices. Readiness means developing competence, confidence, esteem, and reflective capacity. Stakeholders have the potential to become empowered and develop a sense of community, recognition, and empathy. Included are "windows" summarizing each site's discussion. (Contains 56 references.) (MLH)

ED 422 624   EA 029 300

Luke, Jeffrey S.
Catalytic Leadership: Strategies for an Interconnected World.
PUB DATE- 98
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Thinking; *Leaders; Leadership Qualities; *Leadership Styles; *Problem Solving; Public Policy; *Public Service; Strategic Planning
IDENTIFIERS- Interconnectedness

A catalytic leader brings together diverse individuals from multiple agencies to address intractable public problems. Strategies for promoting catalytic leadership are explored. The book opens with a review of the problems facing public leaders, emphasizing the complexity and interconnectedness of problems in the public sphere. The book highlights the differences among contemporary forms of corporate leadership, showing how public leadership is different from traditional organizational leadership. It then introduces four catalytic tasks, arguing that together the four tasks can amplify their catalytic impact when addressing public problems. A chapter is devoted to each task: (1) focus attention by elevating the issue to the public and policy agendas; (2) engage people in the effort by convening the diverse set of people, agencies, and interests needed to address the issue; (3) stimulate multiple strategies and options for action; and (4) sustain action and maintain momentum by managing the interconnections through appropriate institutionalization and rapid information sharing and feedback. The last section of the volume turns to the foundational skills for catalytic leaders, outlining tips for thinking and acting strategically, for facilitating productive working groups, and for tapping into personal passion and strength of character. An appendix describes how to establish criteria based on desired outcomes. (Contains an index and approximately 315 references.) (RJM) to the difficulties inherent in the job and the need for these education leaders to deal with politics and the education of children, public disillusionment, incivility, and decentralization. The paper offers implications for future research and provides suggestions on which aspect of the superintendency should be investigated first. (RJM)

ED 422 645 EA 029 330

The Charter School Roadmap.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bureaucracy; *Charter Schools; *Educational Policy; Elementary Secondary Education; *Guidelines; *Policy Formation; School Administration; *School Organization

To provide policymakers, practitioners, and other education leaders with the knowledge needed to consider the issues surrounding charter schools, a survey of these schools is offered. The text opens with an overview of charter-school basics, including the types of schools that are permissible and the legal status of charter schools. It analyzes the students served by charters and provides data on the total number of charter schools and the students attending them. How to sponsor a charter school, including the appeals process, is described, along with finance and fundraising, the funding approach, per-pupil expenditure, startup costs, facilities, temporary financial assistance, noninstructional services, and transportation. Issues of autonomy are described, such as waivers and control of budget, and information on oversight, renewal, and revocation is discussed. Details are also provided on teachers and staff, including teacher certification, salaries, pensions and benefits, and collective bargaining. Three appendices provide legislative examples of charters, list charter-school resources, and give a state-by-state analysis of charter-school laws. (RJM) benefits from its use. The instructor's assumptions about how students benefit from such an approach, combined with interview data drawn from five former students, are presented to enrich the data. The paper focuses on checking students for understanding, encouraging each student's "voice," the effect of the platform on learning, what the learners think, helping students learn, constructing unique meaning, creativity and relevant learning tasks, social interactions and communication, and future use of the platform. It is hoped that students will be encouraged to revisit and update their belief statements. Contains 10 references. (RJM)

ED 422 665 EA 029 352

Petersen, George J.
Demonstrated Actions of Instructional Leaders: A Case Study of Five Superintendents.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Case Studies; Educational Change; Elementary Secondary Education; *Instructional Leadership; Leadership Qualities; Personnel Selection; *Superintendents

The district superintendent's instructional leadership has emerged as a critical issue in ongoing efforts to reform schools. To elaborate on this trend, an exploratory case study that focused on the perceived and actual leadership characteristics and actions of district superintendents is presented here. For the study, indepth interviews were conducted with five district superintendents in California. Interview responses indicated that the superintendents perceived four attributes to be essential in their ability to be successful instructional leaders: (1) possession and articulation of an instructional vision; (2) the creation of an organizational structure that supports their instructional vision and leadership; (3) assessment and evaluation of personnel and instructional programs; and (4) organizational adaptation. By employing responses given by the superintendents and by scrutinizing their articulated roles, a preliminary model of perceived superintendent behaviors was constructed. To confirm perceptions, actions, and behaviors articulated by the superintendents, triangulation interviews were conducted with school principals and school board members in each of the participating districts. A 52-item questionnaire was also administered to every principal and school board member in these districts. The responses confirmed the articulated actions and behaviors of these superintendents in their promotion of the technical core of curriculum and instruction. (Author/RJM)

components and common barriers to such relationships and the effects of the Work-Based Mentorship program on students. To identify essential components and barriers, interviews were held with 14 school personnel and 7 community/agency people. Both school personnel and community/agency people reported teamwork and core members' commitment as the major facilitating factors in forming collaborative relationships for an effective transition process. Both of these groups identified "lack of understanding of and familiarity with the nature of services community/agency people can offer" as the most important barriers to forming such relationships. Analysis also examined employers' evaluations of students in the mentorship program, vocational education teachers' views, and students' journals and exams. Results indicated the program helps students to improve their work skills, self-confidence, self-determination skills, communication skills, sense of responsibility, and academic achievement. (DB)

ED 422 702 EC 306 679

Swingler, Tim
"That Was Me!": Applications of the Soundbeam MIDI Controller as a Key to Creative Communication, Learning, Independence and Joy.
PUB DATE- 98
NOTE- 9p.; Paper presented at the California State University Northridge Conference on Technology and Persons with Disabilities (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audio Equipment; Basic Skills; Computer Uses in Education; Creative Development; *Educational Technology; *Electronics; Elementary Secondary Education; *Music Therapy; *Physical Disabilities; *Severe Disabilities; Sound Effects
IDENTIFIERS- Electronic Music; *Musical Instrument Digital interface

This paper describes the "Soundbeam MIDI (Musical Instrument Digital Interface) Controller," which allows even those students who have severe physical disabilities to create interesting aural and musical effects. Soundbeam works by emitting an invisible beam of high frequency sound inaudible to human ears. Even very slight interruptions of and movements within the beam change digital data about the beam's speed and direction. These data can be interpreted by a wide range of electronic musical instruments. The paper notes that this technology is being used in more than 1,000 special education and adult centers in over 20 countries and describes the development of the Soundbeam Project as a partnership between professionals in special education, music composition, electronics, and psychology. The paper explains the operation and performance of the equipment as well as a continuum of possible applications, ranging from the basics of cause-and-effect effect work and "sound therapy" to more ambitious creative/performance applications. Uses of the technology are seen as developing skills such as aesthetic awareness, imagination, listening skills, motor planning skills, memory skills, language skills, and social skills. (Contains 33 references.) (DB)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Chinese; Classroom Techniques; Cognitive Processes; *Cognitive Style; Educational Strategies; Empathy; *English (Second Language); Foreign Countries; Individual Differences; *Interference (Language); Interlanguage; Language Attitudes; *Language Processing; Learning Strategies; Memory; Second Language Instruction; Second Language Learning; *Transfer of Training

A discussion of factors that influence English-as-a-Second-Language (ESL) learning by native speakers of Chinese focuses on three specific factors (cognitive style, individual differences, and native language interference), and offers classroom solutions. The effect of each of the three factors on ESL comprehension and production is considered, drawing on language patterns in both English and Chinese and on research in the area. Several approaches to addressing these factors in classroom practice are suggested. The first is stimulation of the learner's empathy for the native speaker, particularly by use of cultural information and instruction in contemporary language use. The second is to address learner attitudes, transforming reluctance into enthusiasm by selecting teaching materials and providing practice opportunities that improve learner self-confidence. The third approach is to provide learning strategies that reinforce the native English-speaker's language use patterns. (Contains 14 references.) (MSE)

recreational activities and provide an opportunity to explore common interests in nature, sports, and language learning. The activities develop self-esteem, leadership, trust, and interpersonal skills, with language used as the tool to describe and interpret experience. Students use kinesthetic, interpersonal, and intrapersonal forms of intelligence. Negotiation of activities enhances the student-centered nature of the program's design. The learning sequence in such an experiential program, and theories modeling it, is discussed. Contains 16 references. (MSE)

ED 422 743 FL 025 445

Perkins, Samuel S.
Attitudes and Actions: Teacher Preparation Programs in ESL and IEPs.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the Sunshine State Teachers of English to Speakers of Other Languages (22nd, Fort Lauderdale, FL, May 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *English (Second Language); Higher Education; *Intensive Language Courses; Language Teachers; Program Effectiveness; Second Language Instruction; *Student Attitudes; *Teacher Attitudes; *Teacher Education; Tenure

The role of participant attitudes in the effectiveness of two teacher education program types, English-as-a-Second-Language (ESL) and intensive English programs (IEPs), are discussed. Three factors are viewed as influencing participant attitudes: professional separation of ESL and IEP instruction as fields of study; physical separation of ESL and IEP programs and teacher trainees; and unrealistic expectations of ESL and IEP teachers. It is argued that IEPs are often afforded lesser status in higher education in general, with college students in IEPs often not earning academic credit and the faculty teaching in (IEPs) often not attaining full faculty status. In addition, ESL teachers are seen as unaware of/uninterested in their IEP counterparts' professional development activities or ideas about teaching. Physical separation of trainees in the two program types and lack of recent classroom experience on the part of ESL teacher educators tend to promote attitudinal separation. Limited length of ESL programs and IEPs and differential scheduling of the two programs within one institution are also seen as disadvantageous. Separation of teacher trainees into distinct programs is therefore found counterproductive. Suggestions for developing and maintaining constructive attitudes among teacher educators in both program types are offered. (Contains 7 references.) (MSE)

and its effects on the graduate students that have participated in it, and has some suggestions for graduate students wishing to create a PFF program at their own schools. The PFF program was initiated in 1994 to bring together clusters of colleges and universities to plan programs that introduce graduate students to faculty life in a variety of campus environments. It is designed to help graduate students prepare to become tomorrow's faculty, strengthen their preparation as teachers of undergraduates, and create new paths in doctoral education. Examples of national institutional PFF activities are discussed, along with the results of a survey of past PFF graduate student participants. The most significant benefits reported by participants included improved pedagogical approaches, understanding of one's own strengths and weaknesses, broader understanding of faculty life, opportunities to interact with mentors, and career planning guidance. Suggestions for graduate students wishing to participate in or initiate a PFF program at their own school are included, along with contact information for the PFF national office. (MDM)

of first-professional degree students. The financial data section details revenue sources (tuition, federal and state appropriations, grants and contracts, and endowments); educational and general expenditures (instruction, research, public and academic support); scholarship and fellowship expenditures; and physical plant assets. Enrollment data is presented next, and covers full-time and part-time students by gender; and undergraduate, first-professional, and graduate students by racial/ethnic category. The final section provides numbers of full-time instructional faculty and staff by gender and type of work.(DB)

ED 422 783 HE 031 512

MacFarland, Thomas W.
Doctoral Residence at Universities in the Southern Association of Colleges and Schools. Report No. 96-22.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Doctoral Programs; *Graduation Requirements; Higher Education; Private Colleges; *Residence Requirements; *School Catalogs; Universities
IDENTIFIERS- *Nova Southeastern University FL; *Southern Association of Colleges and Schools

This report, in response to a Nova Southeastern University (Florida) plan to develop policies regarding residence requirements for doctoral programs, examined existing requirements at 17 universities in the 11 states accountable to the Commission on Colleges of the Southern Association of Colleges and Schools. The report recommends that Nova publish its residency requirements for each academic program and demonstrate that a substantial period of residency is available to provide students access to the university's support facilities. A literature review and examination of graduate catalogs found no consensus with regard to the number of residency credits, length of time of on-campus presence, or the type of classes which satisfy the residence requirement on how doctoral residencies are conducted, nor did catalogs ever discuss the behaviors and experiences expected during residence even when specifically addressing residency requirements. An appendix gives the residence definitions provided by each university. (DB)

research university in the southeast (n=2,934). Regression models were developed using Scholastic Assessment Test verbal and math scores, gender, race, cumulative credit hours, and grade point averages to create predicted GRE total, quantitative, verbal, and analytical scores. Then the predicted GRE scores were subtracted from the actual GRE scores to provide a residual score, which was analyzed by major to determine whether any of the residuals were greater than expected through random variation. Significant differences were found to exist based on the mean of the residuals by major, and these were further analyzed. The report concludes that using this assessment approach leaves unanswered the question of whether the information garnered can be used to improve programs and services of the institution. (Contains 7 references.)(CH)

*Undergraduate Students
IDENTIFIERS- *AIR Forum; Asian American Students; *Model Minority Groups; University of Michigan Ann Arbor

The paper provides an overview of research on Asian and Pacific American (APA) undergraduates at U.S. institutions, focusing on the origins, assumptions, and fallacies of the "model minority" image. In addition, it offers highlights from a recent campus survey that suggests that APA students perceive their university experience differently from majority students. The first section of the paper reviews the literature on the model minority, looking at the origins of the term, problems inherent in the image, and empirical evidence that challenges the myth. The second section of the paper presents the results of a survey of graduating seniors (n=1,300) at the University of Michigan at Ann Arbor conducted in 1996. The study asked undergraduates about their university experience, whether they perceived they had made progress in various educational and personal development areas, how they perceived the campus climate, and what their level of satisfaction with the academic experience was. The results suggested that APA students reported a different academic undergraduate experience; they reported a lesser gain in important skills and abilities, were less satisfied with key facets of the academic experience, and perceived the academic climate to be less favorable. Four data tables present results of the student survey. (Contains 22 references.) (CH) located at community colleges and other learning centers in the region. This paper describes the TADDA consortium and identifies some of the principal challenges that face the alliance. The cultural differences among the three land grant institutions, the regional university, and community colleges tend to be the greatest barrier to inter-institutional collaboration. The challenges of creating a common curriculum, and seamless course development and delivery are also discussed. (Author/DLS)

standards is presented, and characteristics of recent models for quality control are outlined. Quality-related issues in Walden University's (Minnesota) two new online, course based programs--a Ph.D. in Professional Psychology and a Master of Science degree in Educational Change and Technology Innovation--are discussed. Highlights include: (1) managerial quality/organizational criteria, including leadership and record keeping; (2) functional quality/technological criteria, including student support via process teams; and (3) ethical quality/instructional criteria, including the relationship between students and faculty, faculty evaluation, and student and faculty empowerment. (Contains 33 references.) (AEF)

ED 422 857 IR 018 998

Hsu, Shihkuan; Sammons, Morris
The Invisible Barriers in Teaching at a Distance.
PUB DATE- 98
NOTE- 8p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Communication; *Communication Problems; Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Graduate Study; Higher Education; Instructional Effectiveness; Interaction; Nonverbal Communication; Qualitative Research; Student Attitudes; Teacher Attitudes; Teaching Methods; *Teleconferencing
IDENTIFIERS- Face to Face Communication

This paper focuses on experiences with real-time communication in distance classes that contrast with the face-to-face setting from which teachers and students brought their teaching-learning perceptions and behavior. Observing the uncomfortable and unforeseen experiences that distance teachers and students have, the authors studied the reasons behind the barriers that are apparently there but difficult to describe. Three graduate distance courses in education, agriculture, and statistics were studied. All of the courses were using audiographic teleconferencing systems that were conducted in real-time. Most of the students were new to distance learning, and only one of the three instructors had some experience in teaching at a distance. All three courses had different content, teaching strategies, and student composition, and all of them shared communication problems that became significant. Teaching strategies, student reaction, and problems are described for each of the three courses. Border issues (i.e., peripheral elements that surround the technology being used) are discussed, specifically the lack of border elements such as body language that support effective face-to-face communication. (AEF)

ED 422 876 IR 019 017

Shih, Ching-Chun; Ingebritsen, Tom; Pleasants, John; Flickinger, Kathleen; Brown, George

Learning Strategies and Other Factors Influencing Achievement via Web Courses.

PUB DATE- 98
NOTE- 9p.; In: Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI, August 5-7, 1998); see IR 018 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Biology; *Cognitive Style; Computer Uses in Education; Correlation; Delivery Systems; *Distance Education; Higher Education; Hypermedia; *Learning Strategies; *Student Characteristics; Student Surveys; *World Wide Web
IDENTIFIERS- Group Embedded Figures Test (Witkin); Iowa State University; Virtual Classrooms

This paper reports the results of a study designed to examine how students with different learning styles functioned in World Wide Web-based courses offered by Project BIO at Iowa State University in the Fall of 1997, and to determine what factors influenced their learning. The objectives of the study were to identify: (1) the demographic characteristics of the students by learning styles; (2) how students' learning strategies, patterns of learning, and achievement differed in relation to their learning styles; and (3) relationships among student learning styles, learning strategies, patterns of learning, achievement, and selected variables. The population for this study was 99 students taking two non-major introductory courses. These two Web-based courses were stand-alone courses in which most course materials and resources were accessed and delivered by the Internet. An online questionnaire that included a learning strategies scale, a patterns of learning scale, and demographic questions was designed and posted on the Web. A total of 78 students also took the Group Embedded Figures Test (GEFT), a learning styles test. Total data were collected on 74 students. Results indicated that learning styles, patterns of learning toward Web-based instruction, and student characteristics did not have an effect on Web-based learning achievement. (DLS)

organization, and metacognition. Detailed directions on how to use Microsoft Word are provided. The 11 lessons included are: (1) "How to Set Up a Macro on Microsoft Word"; (2) "Directions for Using Auto Text Entry"; (3) "How to Set Up a Table of Contents"; (4) "How to Update a Table of Contents"; (5) "Directions for Using Word Art"; (6) "Directions for Sorting Lists"; (7) "Directions for Setting Up a Frame"; (8) "Making Text Boxes Overlap"; (9) "Instructions for Setting Up Hypertext Links"; (10) "Directions for Customizing the Toolbar"; and (11) "Directions for Using Mail Merge." (DLS)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; Course Content; Course Descriptions; *Curriculum Development; Higher Education; Information Science Education; *Information Systems; Instructional Development; Programming; Student Projects; Systems Analysis; *World Wide Web
IDENTIFIERS- Georgia State University; Web Sites

The World Wide Web has been regarded as the most important information technology revolution of the 1990s. It not only has drastically changed the nature of information technology in business and education, but has also imposed a great challenge to developers of information systems (IS) curricula worldwide. To provide IS students with an education that will help them face the challenge of the new technology, Internet-related courses have become an essential component of IS curricula. Two courses have been developed at Georgia State University for teaching Web applications development to IS students. This paper discusses the structures of and lessons learned from these two courses. An improved course structure is also proposed, based on the experience gained in teaching the courses. A proposed Web application course syllabus and lecture notes outline are appended. (Contains 23 references.) (Author/AEF)

ED 422 914 IR 057 072

Loch, Karen D.; Deans, P. Candace
Is There a Difference or Who's Doing What? A Comparison of AACSB Accredited and Non-Accredited Schools' Internationalization of the Information Systems Curriculum.
PUB DATE- 97
NOTE- 11p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *Business Administration Education; Comparative Analysis; *Curriculum Development; Educational Change; Educational Trends; *Global Approach; Higher Education; *Information Systems; Program Development; School Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- American Assembly Collegiate Schools of Business

The intent of this study is to provide insight as to where schools are going in terms of their success in internationalizing the information systems (IS) curriculum, testing to see if, in fact, the American Assembly of Collegiate Schools of Business (AACSB) and other external forces are evidencing any effect. This research reports the findings of an empirical study specifically designed to evaluate trends toward internationalization of the IS curriculum. The reported results reflect a 5-year time horizon as well as a comparison of AACSB member accredited schools to AACSB member schools that are not accredited. The study provides the first comparison of IS internationalization curriculum trends over time with emphasis on AACSB accreditation. This work also provides IS educators with a benchmark and knowledge of overall trends with respect to information systems curriculum development. (Author)

ED 422 915 IR 057 073

Chepaitis, Elia
Taking the Show on the Road: The Multiple Rewards of Teaching Information Systems Abroad.
PUB DATE- 97
NOTE- 10p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Course Content; Curriculum Development; Economic Development; Foreign Countries; *Global Approach; Higher Education; *Information Science Education; *Information Systems; *International Educational Exchange; International Programs; Professional Development; Research and Development
IDENTIFIERS- Fulbright Exchange Program; Russia

This paper discusses the multiple rewards of teaching information systems (IS) abroad, drawing on the experience of an IS professor who has been awarded three Fulbright scholarships in the 1990s. The author draws extensively upon personal experiences in Russia to illustrate the challenges and benefits of teaching in foreign institutions. The impact of the experience is discussed in these areas: course content,

ED 422 935 IR 057 093

Kittner, Marcy; Van Slyke, Craig
An Innovative Approach to Teaching Decisions Support Systems.
PUB DATE- 97
NOTE- 10p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Cooperative Learning; Course Descriptions; Course Evaluation; Curriculum Development; Decision Making; *Decision Support Systems; Higher Education; Information Technology; *Instructional Design; Instructional Innovation; *Problem Solving; Teamwork
IDENTIFIERS- *Course Development

This paper describes the design, implementation, and subsequent redesign of an innovative MBA (Master's of Business Administration) Decision Support Systems course. The curriculum is developed around a collaborative, technology-based approach that emphasizes teamwork and problem solving to teach students the principles and applications of decision support systems. Problems encountered during implementation, adjustments made, lessons learned, and recommendations for educators are included. Benefits for students include: interacting with technology (Internet, GroupSystems, and Lotus Notes); learning current and emerging topics; and enhancing teamwork, collaboration and communications skills. A copy of the syllabus is appended. (Author/AEF)

ED 422 936 IR 057 094

Case, Thomas; Dick, Geoffrey
Refocusing the IS Curriculum: An Industry Perspective.
PUB DATE- 97
NOTE- 10p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Business Administration; Business Administration Education; Computer Software Development; *Curriculum Development; Databases; Foreign Countries; Higher Education; Information Management; *Information Systems; Information Technology; Student Surveys
IDENTIFIERS- Australia; *Information Age; *Organizational Structure

The emergence of information age organization structures challenges information systems (IS) educators to refocus IS curricula and to increase emphasis on topics that they predict to be especially important to organizations that adopt information age structures. These topics fall into four general categories: specific information technologies; application development; database systems; and information resource management. A survey instrument was designed to assess business manager/professional perceptions of the emergence of information age organization structures and to identify topical areas perceived to be important. The population was students in

ED 422 957 IR 057 157

Jay, M. Ellen; Jay, Hilda L.
Ready-To-Go Reading Incentive Programs for Schools and Libraries.
PUB DATE- 98
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Incentives; Individualized Reading; Partnerships in Education; Program Development; Program Implementation; Public Libraries; *Reading Habits; Reading Interests; *Reading Motivation; *Reading Programs; Reading Skills; *School Libraries; Teaching Guides

This book is designed to provide school library media specialists, teachers, parents, reading club organizers, and public librarians with structured reading programs that can be adapted to local needs. Reading incentive programs are explained along with the importance of collaboration and choice play in making them successful. The book is divided in three parts. Part 1: offers step-by-step advice on program preparation, including selecting a target audience; determining duration; choosing a theme; keeping records; planning recognition events; and ensuring student access to a collection that will support their growing reading habit (through book exchanges, book fairs, book clubs, and other events). Part 2: the authors provide 16 ready-to-go thematic programs that can be adapted according to specific needs. Each program is designed to apply to all ages and grades, with the emphasis on having participants read materials appropriate to their current reading level. Part 3: offers descriptions of additional programs available from commercial sources and associations. Throughout the book are found easy-to-follow outlines, and reproducible handouts which will provide ready-to-use thematic programs for years to come. (AEF)

ED 422 958 IR 057 158

Thau, Helene
Development and Implementation of a Pediatric Resource Library in a Pediatric Department.
PUB DATE- 97
NOTE- 187p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Access to Information; *Child Caregivers; Children; *Disabilities; *Information Services; *Information Sources; *Library Development; Medical Libraries; Medical Research; User Needs (Information)

Raising a child with a disability requires an even greater amount of information than that needed to raise a "typical" child. This information is not as easily accessed as information regarding typically developing children. Parents require this information to help promote their child's development, learn information about diagnoses and treatment options, discover national and local resources, make informed decisions and be better advocates for their child. A resource library was designed and implemented in the therapy area of a rehabilitation hospital. The resource library provided a

ED 422 976 IR 057 179

Benaud, Claire-Lise; Bordeianu, Sever
Outsourcing Library Operations in Academic Libraries. An Overview of Issues and Outcomes.
PUB DATE- 98
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Authority Control (Information); Cataloging; Higher Education; Indexing; Library Catalogs; Library Collection Development; *Library Development; *Library Planning; Library Research; *Library Services; Library Technical Processes; Preservation; Retrospective Conversion (Library Catalogs); Serials; Surveys; Vendors
IDENTIFIERS- *Outsourcing; Research Results

This publication provides librarians with a broader understanding of outsourcing issues in academic libraries. The book investigates the literature, then presents a survey of more than 200 academic research libraries involved with outsourcing projects. This book synthesizes prevailing theories and practice, details pros and cons, an outlines steps for planning and implementing a successful outsourcing program. In addition to defining outsourcing, describing its three phases -- planning, implementation, and managing, discussing how it operates in academic libraries, and reporting survey findings, the book examine outsourcing in relation to collection development, acquisitions and serials management, cataloging, retrospective conversion, authority control, preservation, and public services and systems. Chapters include: (1) "Outsourcing: An Overview"; (2) "Outsourcing and Academic Libraries"; (3) "The Three Phases of Outsourcing"; (4) "Outsourcing Survey Results"; (5) "Collection Development"; (6) "Acquisitions and Serials Management"; (7) "Cataloging"; (8) "Retrospective Conversion"; (9) "Authority Control"; (10) "Preservation"; (11) "Public Services and Systems"; and (12) "Conclusion." An appendix contains survey questions and results, a list of 262 suggested readings, and an alphabetical index. (DLS)

ED 422 977 IR 057 180

Kraus, Anne Marie
Folktale Themes and Activities for Children. Volume 1: Pourquoi Tales.
PUB DATE- 98
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Anthropology; Books; *Class Activities; Cooperative Learning; Cultural Awareness; Elementary Education; *Folk Culture; *Instructional Materials; Lesson Plans; Literature; Sciences; Social Studies; Story Reading; Story Telling
IDENTIFIERS- *Folktales

This book helps educators design story times that extend and explore a variety of how-and-why stories with students. Chapters include: (1) "Pourquoi Tales"; (2) "Activities"; (3) "Story Themes and Topics"; and (4) "Annotated Bibliography."

ED 422 998 JC 980 392

Bashford, Joanne
CLAST Status of Associate in Arts Degree Seekers: A Different Perspective on Fulfilling the CLAST Requirement. Information Capsule #97-05C.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Associate Degrees; College Curriculum; Community Colleges; Degree Requirements; Evaluation; Nontraditional Education; Success; *Test Results; Two Year College Students; Two Year Colleges
IDENTIFIERS- *College Level Academic Skills Test; Miami Dade Community College FL

This information capsule presents the College Level Academic Skills Test (CLAST) status of Associate in Arts degree seekers at Miami-Dade Community College for fall terms 1995 and 1996. Tables present CLAST results by subtest for a cross section of A.A. degree seekers college-wide. For comparative purposes, fall term 1995 statistics (prior to the implementation of the CLAST alternative) are presented with those from fall term 1996. The introduction of the CLAST alternative increased the percentage of students satisfying the CLAST requirement in all categories of cumulative credits earned for each subtest. Overall, 27% of fall 1996 students had satisfied the CLAST requirement, compared with only 14% in fall 1995. For students who had earned 60 credits, 69% of fall 1996 students had satisfied the CLAST requirement, compared with only 53% in fall 1995. These data will form a baseline to assess the effect of implementing recommendations from the CLAST Action Plan. Information on the less successful mathematics results are included with explanations for lower scores. Implications of college-wide test results also are provided. (AS)

ED 422 999 JC 980 393

Taffy, Fred
A Survey of Assessment Activities at Hudson County Community College.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Accountability; *Community Colleges; Data Collection; Educational Assessment; Educational Research; *Evaluation Methods; Institutional Mission; *Institutional Research; Surveys; Test Reviews; Two Year Colleges
IDENTIFIERS- Hudson County Community College NJ

This report emphasizes the importance of two types of assessment: (1) authentic assessment, which encompasses a holistic or comprehensive view of student performance, and (2) assessment of institutional effectiveness, or outcomes assessment, which is a process of measuring how effectively a college executes its stated mission. While Hudson County Community College has not recently engaged in a formal program of ongoing institutional assessment, it has conducted a number of studies, including the most recent college-wide review, discussed in the document "A Comprehensive Self-Study." As a result of this self

ED 423 018 PS 025 283

Justice, Elaine M.; England, Kelli J.; Klein, Ginger A.; Averette, Christina M.
Young Children Focus on Recall Level, Not Strategy Use, in Judging Memory Performance.
PUB DATE- 97
NOTE- 9p.; Poster paper presented at the Biennial Meeting of the Society for Research in Child Development (Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; Cognitive Development; Cognitive Processes; *Memory; *Metacognition; *Recall (Psychology); *Young Children
IDENTIFIERS- *Rehearsal (Memory)

This study examined 4- and 6-year-old children's understanding of the causal relation between the use of a rehearsal strategy and increased recall. In Session 1, children were given two study-recall trials and, on the second trial, were asked to describe their study behavior. In Session 2, children viewed videotaped models and made judgments concerning "how good" the model was at remembering, and "how hard" the model tried to remember. For Session 1 there were age differences in recall but not in overt labeling. In Session 2, children made both outcome and effort judgments based on the recall level of the model. Models who remembered more were judged to be both better at remembering and trying harder, regardless of strategy use. These data contrast with earlier findings of a developmental increase in awareness of the role of strategy use. It is hypothesized that sampling differences may have contributed to these differing findings. (JPB)

ED 423 019 PS 025 348

Bihun, Joan T.; Passehl, Jennifer J.; Strawn, Danielle
The Role of Parental Personality and Infant Temperament in the Feeding Interaction.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Development; *Eating Habits; Fathers; Infant Behavior; *Infants; Mothers; *Parent Child Relationship; Parent Role; *Personality

This study assessed the quality of caregiver-infant feeding interaction with 3- and 9-month-old infants. Findings on several measures indicated that caregivers appear to be more vigilant to their infants' needs at three months than at nine months, although infants became clearer in their cues by nine months. Maternal personality was not related to the quality of the feeding interaction at the younger age. However, the quality of interaction between mother and infant at three months was related to higher father report of negative affect at the same age. By nine months, both mother and father reports of positive affect were related to better quality interaction between mothers and their infants during feeding. Infant

ED 423 037 PS 026 767

Birckmayer, Jennifer; Mabb, Katherine; Westendorf, Bonnie-Jo; Wilson, Jerridith
Teens as Parents of Babies and Toddlers: A Resource Guide for Educators. Revised Edition.
PUB DATE- 96
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Annotated Bibliographies; Child Development; Child Rearing; *Early Parenthood; Parent Child Relationship; *Parent Education; Parent Empowerment; Parent Role; *Parenting Skills; Teaching Guides; *Workshops
IDENTIFIERS- Erikson (Erik)

Providing effective parent education for teen parents can be a challenge for educators. This guide for cooperative extension facilitators provides workshop outlines for teen parents regarding their social world, infant and toddler development, and health and safety. The guide's introduction discusses the challenges of parenting, the Eriksonian theoretical basis, and family empowerment; and provides tips for facilitators regarding literacy levels, cultural assumptions, time for workshops, ordering materials, and providing child care. Fifty-one workshops are outlined in four areas: (1) the social world of teen parents, setting the foundation by covering support networks, personal resources, parents living with their parents, and violence; (2) infants; (3) toddlers and 2-year-olds, discussing temperament, discipline, infant feeding, making baby food, clothing, playing with babies and toddlers, child care, and toilet learning; and (4) health and safety, addressing safety and poison-proofing a home, safe toys, tooth care, caring for a sick child, immunizations, and emergencies. Each of these areas includes at least one "Red Flag Lesson," those believed to be more important or of greatest interest. The workshop outlines contain the objectives for participants, activity procedures and discussion questions, a challenge activity for parents to do outside of group time, a list of materials, and relevant handouts. The guide's annotated bibliography lists 112 books and videotapes in the areas of careers, sexuality and pregnancy, special concerns of adolescent parents, activities for babies and toddlers, child rearing and child caring, day care, discipline, and health and safety. (KB)

ED 423 038 PS 026 777

Naffziger, Sue C.; Steele, Martha M.; Varner, Bruce O.
Academic Growth: Strategies To Improve Student Engagement in Their Learning.
PUB DATE- 98
NOTE- 115p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Change

ED 423 055		PS 026 877

Akinyela, Makungu M.
Culture and Power in Practice: Cultural Democracy and the Family Support Movement. Best Practices Project Commissioned Paper III.
SPONS. AGENCY- Administration for Children, Youth and Families, Washington, DC. Children's Bureau.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Family Programs; Hispanic Americans; *Minority Groups; Policy Analysis; *Policy Formation; Social Discrimination; *Social Services; *Social Workers
IDENTIFIERS- African Americans; *Cultural Democracy; *Family Resource and Support Programs; Family Support; Latinos

The Best Practices Project of the Family Resource Coalition of American (FRCA) began in 1991 with the aim of meeting the need for better definition and articulation of what constitutes best practice in family support programs. This monograph, the third in a series of four, reports on some of the ideas about cultural democracy which have generated debate, challenge, and change within the FRCA. Cultural democracy is an operational framework in which family support professionals actively seek to include the experiences, ideas, and practices of ethnic and language minority family members, practitioners, academics, and lay workers in family support policy implementation, program development, and service delivery. Rather than being a dispassionate study of the phenomenon of cultural diversity within the family support movement, this monograph is written from the perspective of the Latino and African-American Caucuses of the FRCA and reflects their concerns. It discusses issues that have significant impact on the unequal power and decision-making influence held by non-Euro-Americans in the national family support movement, including the assumption that minority advocates who promote culturally specific practices and models of family support are incompetent, and the general exclusion of the expertise and experience of minority professionals from such important policy-shaping arenas as significant professional journals, textbooks, publications, funding sources, and research institutions. Because cultural democracy is about power negotiation and equity in a multicultural society, there is also a brief discussion relating ethnic conflict between minority groups to family support issues and policy. Particular attention is paid to conflicts between African and Latino American communities. Drawing on reflections, interviews, and observations, six principles of cultural democracy in family support work are offered, and the process by which these principles were critiqued by Caucus members at the 1996 FRCA biennial conference is described. (Contains 17 references.) (EV)

ED 423 056		PS 026 878

Pooley, Lynn E., Ed.; Woratschek, Flora, Ed.; Williams, Jeanne, Ed.
Learning To Be Partners: An Introductory Training Program for Family Support Staff.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Howard Heinz Endowment, Pittsburgh, PA.
PUB DATE- 97
NOTE- 230p.; Contributors include Juanita Anderson, Carolyn Ash,

ED 423 075 PS 026 933

Fthenakis, Wassilios E.
Childhood in Europe: Changes in Paradigms in Politics for Children and in Educational Research.
PUB DATE- 98
NOTE- 18p.; Paper presented at the OMEP World Congress (22nd, August 13-16, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Advocacy; Children; *Childrens Rights; Educational Legislation; *Educational Philosophy; Educational Research; Foreign Countries; Government Role; Political Socialization; *Social Change
IDENTIFIERS- *Europe; Paradigm Shifts; *United Nations Convention on Rights of the Child

Toward the end of the nineteenth century, legal and sociopolitical sectors began to view children as a social group of their own, and European countries passed laws for the protection of children and introduced compulsory school attendance. This paper asserts that measures like these led to a far-reaching new definition of childhood on a macro-social level, which had numerous effects on children: laws and newly established institutions both cut children off from the world and imprisoned them in their own world in order to prepare them for "real life." Thus, children were decreasingly considered as their fathers' property (as had been the case centuries before) but were increasingly considered as property of the state. This paper examines what conception of childhood current European early childhood education and social politics are based on, and to what extent educational concepts react adequately to the current conception of childhood or what reforms are still required. The paper asserts that the 1989 United Nations Convention on the Rights of the Child, which considers children as subjects rather than objects, marks a decisive legal revision of the status of children that is of especially high quality. The paper examines various European countries' sociopolitical reactions to the Convention, and then discusses how after some initial restraint, early childhood education and educational research have started to react positively to these changes brought on by the Convention. Contains 34 references. (EV)

ED 423 076 PS 026 935

Benson, Peter L.; Galbraith, Judy; Espeland, Pamela
What Kids Need To Succeed: Proven, Practical Ways To Raise Good Kids. (Revised, Expanded, Updated Edition).
PUB DATE- 98
NOTE- 244p.; "Based on a Nationwide survey of 100,000 young people in over 200 communities."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Adolescents; *Child Rearing; Childhood Needs; Children; *Community Role; Expectation; *Family Role; Interpersonal Competence; *School Role; *Social

ED 423 093 RC 021 643

Harvey, Mark
The Rural Impacts of Welfare Reform: Annotated Bibliography of Literature Concerning the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.
SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Welfare; Federal Legislation; Job Training; *Labor Market; Low Income; Policy; Poverty; Poverty Programs; *Rural Areas; Rural Population; Unemployment; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Welfare Reform

This annotated bibliography, arranged alphabetically by personal author, contains 235 citations of works examining welfare reform and its implications for rural areas. Items include journal articles, books, reports, and discussion papers from universities, private institutes, government agencies, and private presses. Topics include labor and employment, ethnic and gender factors, human capital needs, recidivism, cross-state studies, recommendations for research, social indicators, policy, the waiver process, community empowerment, private versus public relief, single mothers, food stamps, child welfare, work programs, issues in implementation, poverty, rural economics, partnerships, family dynamics, rural minorities, immigrants, health policies, disabilities, privatization of social services, Medicaid, job training programs, block grants, and child care. Each entry includes author, title, journal citation (if applicable), and source organization. Source organization addresses and ordering information are not given. (SAS)

ED 423 094 RC 021 645

Donahue, Tim
Achieving Educational Excellence in Majuro, RMI. Promising Practices in the Pacific Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Educational Practices; Elementary Education; Foreign Countries; *Pacific Islanders; *Parochial Schools; Preschool Education; *School Community Relationship; *School Effectiveness; Small Schools
IDENTIFIERS- *Marshall Islands

The Rita Christian School on Majuro in the Republic of the Marshall Islands is a comprehensive preK-8 program that has successfully combined factors that contribute to an effective school program for the Pacific region. Factors contributing to the school's success are community involvement, strong leadership, a committed and well-trained staff, year-round scheduling, and an effective language teaching program. Pacific Islanders' traditional views of authority are often detrimental to community involvement, but Rita Christian School was built by the church congregation, fueled by its belief that

ED 423 112 SE 061 602

Kenney, Michael, Ed.
Planet Chemistry. Hands-on Activities for Kids from All Planets.
PUB DATE- 97
NOTE- 10p.; Illustrated by Dan Sherbo.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Chemical Reactions; *Chemistry; Elementary Secondary Education; Environmental Education; *Hands on Science; Interdisciplinary Approach; *Relevance (Education); *Science Activities; *Science and Society; *Science Education

This publication issues a challenge to students to collect data in a nationwide analysis of water hardness. Background information on the chemistry of hard water is presented using a cartoon format, and each of the four activities contains an explanation about the chemistry illustrated in the activity. The effect of hard water on soap, the effect of calcium ions in water, the chemistry of a test strip, and the creation of a supersaturated solution are among the topics of the experiments. The publication also includes details about participation in the nationwide study and National Chemistry Week. (DDR)

ED 423 113 SE 061 631

Balcombe, Jonathan
Animal Dissection. Fact Sheet and Resource List Information Packet from the Humane Society of the United States .
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Instruction; *Computer Assisted Instruction; *Demonstrations (Science); *Dissection; Elementary Secondary Education; Higher Education; Interactive Video; *Laboratory Animals; Laboratory Procedures; Multimedia Materials; Optical Data Disks; *Science Education; Simulation; *Student Attitudes

Killing animals for classroom dissection causes animal suffering, cheapens the value of life, and depletes wild animal populations, yet it remains commonplace. The Humane Society of the United States (HSUS) addresses the issue in this information packet which includes a fact sheet and three resource lists "on Dissection." The fact sheet discusses the numbers of animals killed for dissection in schools, kinds of animals used, sources of animals, industry methods, lack of industry oversight, student feelings, legislation, available alternatives, educational pros and cons, and suggestions for student action. An annotated list of studies on attitudes toward dissection includes 13 studies of student attitudes from elementary school through medical school. A second annotated bibliography addresses comparative studies of dissection and other animal uses in education. These studies include comparisons of student performance between groups performing dissection and those learning using models, computer simulation, lecture, or sequential slides. The studies also review field-based animal research as opposed to laboratory-based studies of animal behavior. The Humane Society has an

ED 423 133 SE 061 740

Reesink, Carole J., Ed.
Teacher-Made Aids for Elementary School Mathematics, Volume 3. Readings from "Arithmetic Teacher" and "Teaching Children Mathematics."
PUB DATE- 98
NOTE- 361p.; For volumes 1 and 2, see ED 087639 and ED 258840.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; *Computation; Computer Uses in Education; Educational Technology; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Fractions; *Geometric Concepts; *Manipulative Materials; *Mathematics Activities; Mathematics Instruction; Number Concepts; Problem Solving; Statistics; *Teacher Developed Materials

A collection of articles from the journals "Arithmetic Teacher" and "Teaching Children Mathematics" provide ideas for the instruction and use of teacher-made instructional aids. Guidelines used to select articles for this collection called for the articles to have a clear purpose and be related to a contemporary topic in the elementary school mathematics curriculum, to provide sufficient information and specifications to enable teachers to construct the aid, and to include activities using manipulative materials. The articles are grouped into categories as follows: (1) Computational Skills, which includes sets and number relationships, place value, computation-whole numbers, and rational numbers; (2) Geometry; (3) Measurement, which addresses metrics and English, money, time, angle; (4) Graphs and Charts; (5) Probability and Statistics; (6) Problem Solving; (7) Everyday Applications; (8) Estimation and Approximation; (9) Calculators and Computers, and (10) Multipurpose Aids. (ASK)

ED 423 134 SE 061 755

Hammrich, Penny L.
A Head Start on Science: Improving the Capacity of Families and Teachers To Promote and Enhance the Lives of Children. Spotlight on Student Success, No. 204.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; Hands on Science; *Inquiry; Knowledge Base for Teaching; Preschool Education; Professional Development; Science Activities; *Science Curriculum; Science Education; Science Programs; *Scientific Literacy; Scientific Methodology
IDENTIFIERS- Project Head Start

This digest provides an overview of the Head Start on Science (HSS) program which is designed to encourage the science literacy of preschool children in Head Start programs and to improve the capacity of Head Start teachers, assistants, and parents. The overall goal of the HSS program is threefold: (1) to broaden HSS participants' science knowledge and conceptions;

ED 423 158 SO 028 481

Powney, Janet
Gender and Attainment: A Review.
PUB DATE- 96
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Access to Education; Comparative Education; *Educational Attainment; Educational Status Comparison; Elementary Secondary Education; Females; Foreign Countries; Higher Education; Multicultural Education; Sex Discrimination; *Womens Education; *Womens Studies
IDENTIFIERS- Scotland

This report covers studies and statistics that provide information about the attainment of Scottish boys and girls by the time they leave school. The report considers their performance in public examinations, differences in attainment between boys and girls in primary and earlier secondary school, and differential staying on rates and uptake of opportunities in further and higher education with particular reference to Scotland from 1985-95. The review concerns equality of outcome in terms of groups performance in examinations but also addresses issues of equity and factors contributing to gender differences in outcomes. These factors include equality of formal and actual access to educational resources and opportunities and experiences that promote educational achievement. The suggestions for action which conclude the report concentrate on monitoring the effects of policies and practices on the attainment of boys and girls. The report is divided into three sections with 15 chapters. Section 1, "The Relative Performance of Boys and Girls in Public Examinations," includes: (1) "Introduction and Context"; (2) "Entry and Performance in Standard Grade and GCSE"; (3) "Staying on Rates and Higher Grade Entrants"; (4) "Results at Higher Grade and Advanced Level"; (5) "School Leaving Age and Qualifications"; (6) "Entrants to Further Education (FE) and Higher Education (HE)"; (7) "Gender and Performance at School"; and (8) "Gender and Achievement in the UK and Other Countries." Section 2, "Explanations of Gender Differences," contains: (1) "Assessment Issues"; (2) "Biological Explanations"; and (3) "Environmental Theories." Section 3, "Continuing Issues of Concern in Relation to Gender and Attainment," offers: (1) "Context for the Future"; (2) "Monitoring Policies, Practices and Outcomes"; (3) "Factors Which Contribute to Gender Differences in Attainment"; and (4) "Summary of Topics for Action and Inquiry." (EH)

ED 423 159 SO 028 488

Barrs, David, Ed.; Juffkins, Maura, Ed.
Primary School Kit on the United Nations.
PUB DATE- 95
NOTE- 72p.; For other "Kits on the United Nations" publications, see SO 028 489-490.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Foreign Countries; Global

ED 423 184 SO 028 692

van der Berg, Henda, Ed.; Prinsloo, Roelf, Ed.; Pienaar, Drienie, Ed.
Directory of Human Sciences Research Organizations and Professional Associations in South Africa. Second Edition.
PUB DATE- 95
NOTE- 380p.; For related directory, see SO 028 693.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Development; Economic Development; International Cooperation; International Organizations; National Organizations; Organizations (Groups); *Professional Associations; *Research Opportunities
IDENTIFIERS- South Africa

This directory is intended to be a comprehensive reference source for identifying research organizations and institutions, and for promoting research cooperation and facilitating networking. This second edition provides a broad background to the development of the human sciences as well as an overview of existing and emerging science and technology policies of South Africa. The directory is intended for use at both the international level and the local level. The guide is divided into three sections. Section One, "An Overview of Human Sciences Research in South Africa," contains 10 chapters, including: (1) "Science and Technology Policy in South Africa: A System in Transition" (Anastassios Pouris); (2) "Human Sciences Research at South African Universities" (Johann Mouton); (3) "The Role of the Human Sciences Research Council" (Hendrik Marais; Rose Morris; Jan Beukes); (4) "Human Sciences Research in the Government Sector" (Johann Mouton; Magdal Pienaar); (5) "Human Sciences Research Performed by NGOs" (Ross Jennings; Johanna Malaudzi; David Everatt; Mark Orkin); (6) "Market Research in South Africa" (Clive K. Corder); (7) "The Role of Donor Organizations in the Development of the Human Sciences in South Africa" (Richard Fehnel); (8) "The Availability of Human Resources: Professional Researchers in the Human Sciences" (Cas Prinsloo); (9) "Databases in Support of Human Sciences Research" (Jill Barnes; Repke de Vries; Maseka Lesaoana; Roelf Prinsloo; Hettie Terblanche); and (10) "The Role and Potential of Human Sciences Professional Associations in South Africa" (Elisabeth Lickindorf). Section Two contains "Human Sciences Research Organizations," compiled by Henda van der Berg, and Section Three offers "Human Sciences Professional Associations," compiled by Drienie Pienaar. (EH)

ED 423 185 SO 028 693

van der Berg, Henda, Ed.; Maree-Snijders, Asa, Ed.; Prinsloo, Roelf, Ed.
South African Human Sciences Research Networking Directory. First Edition.
PUB DATE- 96
NOTE- 528p.; For related directory, see SO 028 692.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Development; Economic Development; International Cooperation; International Organizations; National Organizations; Organizations (Groups); *Professional Associations; *Research Opportunities
IDENTIFIERS- South Africa

ED 423 209 SO 029 273

Hoge, John Douglas
Effective Elementary Social Studies.
PUB DATE- 96
NOTE- 380p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Course Content; Course Objectives; Curriculum Development; *Elementary Education; *Preservice Teacher Education; *Social Studies; Textbooks

This book advocates providing high-quality K-6 social studies instruction. The text provides practical information on how teachers can conduct high-quality social studies programs in their classrooms. The volume is divided into three parts. Part 1 offers an overview of the formal and informal social studies curriculum, its history, current status, and content. Part 2 provides a broad overview of the social science and humanities disciplines that form the foundation of social studies. Part 3 develops an understanding of special social studies topics and methods including inquiry instruction, conflict resolution, citizenship education, and multicultural education. Chapters include: (1) "The Nature and Mission of Social Studies"; (2) "The Social Studies Curriculum: Past and Present"; (3) "Content in the Social Studies Curriculum"; (4) "Planning for Social Studies"; (5) "Fostering Learning Involvement"; (6) "History: The Roots of Knowledge"; (7) "Geography: Making Sense of the Environment"; (8) "Economics: Explaining Money and More"; (9) "Political Science: Government, Law, and Politics"; (10) "Psychology and Social Psychology: Understanding Ourselves"; (11) "Sociology: Exploring Contemporary Society"; (12) "Anthropology: Exploring Our Physical and Cultural Roots"; (13) "The Humanities: Artistic Interpretations of Society"; (14) "Inquiry Instruction"; (15) "Multicultural Education"; (16) "Global Education"; (17) "Promoting Positive Democratic Values"; (18) "Current Events"; (19) "Integrating Other Content Areas"; and (20) "Resolving Differences of Opinion in the Classroom." The volume concludes with an appendix that features a sample social studies unit about the Amish. (EH)

ED 423 210 SO 029 363

Kleinfeld, Judith
The Myth That Schools Shortchange Girls: Social Science in the Service of Deception.
PUB DATE- 98
NOTE- 96p.; For the "How Schools Shortchange Girls" report, see ED 339 674. This report is based on the 1992 American Association of University Women's report, "How Schools Shortchange Girls."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Credibility; Critical Theory; Criticism; Educational Research; Elementary Secondary Education; *Females; Feminist Criticism; Propaganda; *Womens Studies

This paper examines the charges made in the highly publicized report, "How Schools Shortchange Girls," published by the American Association of University Women (1992). The paper shows how the findings in this report are based on a selective review of the research and how findings contrary to the

ED 423 229 SP 038 152

Frostig, Karen; Essex, Michele
Expressive Arts Therapies in Schools. A Supervision and Program Development Guide.
PUB DATE- 98
NOTE- 108p.; "With a contribution by Julianne Hertz."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Expression; *Art Therapy; Dance Therapy; *Educational Therapy; Elementary Secondary Education; Higher Education; Intervention; Music Therapy; Professional Development; Program Development; Students; Supervision
IDENTIFIERS- Case Management; *Expressive Therapy

This guide provides recommendations and guidelines to expressive arts therapists and educators who work in school settings as therapists, supervisors, supervisees, or graduate school expressive arts interns. There are eight chapters: (1) Expressive Arts Therapies in School Settings (definitions, learning objectives, confidentiality, ethical guidelines, the school calendar, school culture, and shared goals); (2) Supervision Guidelines (what supervision is, guidelines for supervisors and supervisees, and discussion of difficult topics in supervision); (3) Case Management Guidelines (case management and structural guidelines and case management forms); (4) Collaboration and Communication Guidelines (establishing consistent school-wide and system-wide policies); (5) Observation and Evaluation: Process and Procedures; (6) Professional Development (credentialing and licensing, continued professional development as a clinician, and continued professional development within one's modality); (7) Guidelines for Introducing and Promoting Expressive Arts Therapies in School Settings (recommendations for contacting schools to explore consulting, employment, or training opportunities in expressive arts therapies; writing proposals to promote the addition of expressive arts therapies; developing formats for expressive arts therapies presentations; and asking questions at informational or site interviews and end-of-year program review and evaluation); and (8) Conclusion. The three appendixes present case management forms, evaluation forms, and additional resources. (SM)

ED 423 230 SP 038 154

Green, Sanna
Alaska State Professional Teaching Practices Commission (PTPC). Annual Report. Fiscal Year 1996.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Codes of Ethics; Compliance (Legal); *Discipline; Elementary Secondary Education; State Legislation; *State Standards; *Teacher Behavior; Teachers
IDENTIFIERS- *Alaska; *Professional Standards and Practices Boards

This annual report of the Alaska State Professional Teaching Practices Commission (PTPC) cites activities and services of

ED 423 248 TM 028 978

Hopkins, Kenneth D.
Educational and Psychological Measurement and Evaluation. Eighth Edition.
PUB DATE- 98
NOTE- 486p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Aptitude Tests; *Educational Testing; Elementary Secondary Education; Essay Tests; Higher Education; *Measurement Techniques; Norms; Personality Measures; *Psychological Testing; *Standardized Tests; Tables (Data); *Test Construction; Test Reliability; Test Use; Test Validity; Textbooks

Since 1941, this book has been a standard textbook in educational measurement. As in the previous editions, the selection and treatment of topics were guided by the knowledge and skills that are necessary for the development of valid evaluation measures and the knowledge and competencies needed to interpret teacher-made and standardized tests. This edition differs from the seventh edition in minor respects. The content has been updated to reflect recent research and assessment trends, such as the use of portfolios in educational evaluations. The following chapters are included: (1) "Measurement: Its Nature and Function"; (2) "Communicating Information: Interpretation of Quantitative Data"; (3) "The Meaning and Application of Norms"; (4) "Test Validity"; (5) "Test Reliability"; (6) "Extraneous Factors that Influence Performance on Cognitive Tests"; (7) "General Principles of Test Construction: Achievement Measures"; (8) "Constructing and Using Essay Tests"; (9) "Constructing Objective Tests"; (10) "Item Analysis for Classroom Tests"; (11) "The Assessment of Affective Variables"; (12) "Grading and Reporting"; (13) "Measuring Scholastic Aptitude"; (14) "Standardized Achievement Tests"; and (15) "Standard Interest, Personality, and Social Measures." Appendices list resources for the development and selection of measuring instruments and major publishers of standardized tests. (Contains 83 figures, 21 tables, and numerous references.) (SLD)

ED 423 249 TM 028 979

Popham, W. James
Classroom Assessment: What Teachers Need To Know. Second Edition.
PUB DATE- 99
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Constructed Response; *Educational Assessment; Elementary Secondary Education; Grading; Higher Education; *Performance Based Assessment; Portfolio Assessment; Standardized Tests; *Student Evaluation; Teaching Methods; Test Bias; *Test Construction; Test Reliability; Test Use

ED 423 266 TM 029 068

Sanders, James R.
Evaluating School Programs: An Educator's Guide. The Program Evaluation Guides for Schools Series.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Communication (Thought Transfer); Data Analysis; *Data Collection; *Elementary Secondary Education; *Evaluation Methods; *Program Evaluation; Teachers

This guide is intended for use by teachers and administrators in elementary and secondary education school systems to help them evaluate their school programs. It provides basic program evaluation principles to aid educators in planning and conducting evaluations of school programs. The guide explores the five tasks of school program evaluation. In evaluating school programs, it is important to understand that not everyone will see the program in the same way, and it is also necessary to consider communication as an essential in program evaluation. The guide is meant to be a reference book, not a book to be read at once and then discarded. The following chapters are included: (1) "Why Evaluate Your School Programs?"; (2) "Focusing the Evaluation"; (3) "Collecting Information"; (4) "Organizing and Analyzing Information"; (5) "Reporting Information"; and (6) "Administering the Evaluation." Three resources contain an annotated bibliography of eight sources on program evaluation, a taxonomy of cognitive objectives, and the Joint Committee Standards for Program Evaluation. This book is the first of six guidebooks in the "Program Evaluation Guides" series. It contains the master plan to be used with each of the other five guides to specific areas. (Contains four figures and three tables.) (SLD)

ED 423 267 TM 029 071

Finn, Chester E., Jr.; Petrilli, Michael J.; Vanourek, Gregg
The State of State Standards.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Core Curriculum; Criteria; Education; *Educational Improvement; Elementary Secondary Education; English; Geography Instruction; History Instruction; Mathematics Instruction; Science Instruction; *Standards; *State Programs

The Fordham Foundation commissioned experts in each of the five core academic subjects (English, history, geography, mathematics, and science) to develop criteria for excellence and apply them to as many state standards as could be obtained. This summary report compiles the numerical scores and letter grades that each state earned in every subject. Policy makers, journalists, and concerned citizens can easily see a complete report card for their state. The report also presents some lessons from these findings. Some states did well in some

ED 423 283 TM 029 088

Windschitl, Mark
Using Simulations in the Middle School: Does Assertiveness of Dyad Partners Influence Conceptual Change?
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assertiveness; Biological Sciences; *Computer Simulation; Grade 8; Instructional Effectiveness; *Junior High School Students; Junior High Schools; Middle Schools; *Personality Traits; Regression (Statistics); Self Efficacy; *Teaching Methods
IDENTIFIERS- *Conceptual Change; *Dyads; Middle School Students

This study examines how academic assertiveness in junior high school students affects conceptual change and the degree to which their assertiveness affects the conceptual change of partners paired with them for a series of activities using a computer simulation of the human cardiovascular system. The sample was a group of 90 eighth-grade students in a life science class. Students were randomly assigned to dyads, and dyad members used the simulation as an exploratory vehicle for resolving questions about 12 cases. A measure of academic assertiveness was completed for each student by the teacher. Ratings of assertiveness by the teachers were consistent with behaviors exhibited by the students. Typically academically assertive behaviors were making suggestions to partners, challenging partners' interpretations, and physically appropriating the computer's keyboard and mouse. Regression analyses showed that assertiveness did not play a role in the conceptual change posttest score, but the assertiveness of an individual's partner was inversely related to the individual's score, even after pretest score and self-efficacy beliefs were accounted for. Socially assertive behaviors may result in greater attention to the task and are also indicative of greater intellectual engagement. These results suggest that students with similar levels of assertiveness should be paired for dyad work. Observations showed that less assertive students were passive observers, and unless they were paired with students with similar levels of assertiveness, they would not be prompted to take any initiative in a relatively ill-defined learning environment where shared interpretations and joint decisions are necessary. (Contains 1 figure, 4 tables, and 41 references.) (SLD)

ED 423 284 TM 029 089

Alao, Solomon; Guthrie, John T.
Predicting Conceptual Understanding with Cognitive and Motivational Variables.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Comprehension; Concept Formation; *Elementary School Students; Grade 5; Intermediate Grades; *Knowledge

ED 423 302 TM 029 110

Davis, Holly S.
Effects of Absence and Cognitive Skills Index on Various Achievement Indicators. A Study of ISTEP Scores, Discrepancies, and School-Based Math and English Tests of 1997-1998 Seventh Grade Students at Sarah Scott Middle School, Terre Haute, Indiana.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance; Correlation; *English Instruction; Grade 7; Junior High Schools; *Mathematics Achievement; Middle Schools; Scores; *Test Results; Testing Programs; *Thinking Skills
IDENTIFIERS- *Indiana Statewide Testing for Educ Progress; *Middle School Students; State Competency Tests

This study examines the correlation between absence, cognitive skills index (CSI), and various achievement indicators such as the Indiana Statewide Testing for Educational Progress (ISTEP) test scores, discrepancies, and school-based English and mathematics tests for 64 seventh-grade students from one middle school. Scores for each of the subtests of the ISTEP (reading vocabulary, comprehension, and total; language mechanics, expression, and total; and mathematics concepts/applications, computation, and total) as well as the math and English tests given at the end of sixth grade and beginning of seventh grade are examined for individual correlation with both school absence and CSI. Results show a significant negative correlation between absence and achievement on the following scores: discrepancy of reading total, math 6, reading comprehension, reading vocabulary, and reading total. There is a significant positive correlation between CSI and achievement indicators at every level (excluding discrepancies). The correlation between two discrepancies is significant and mostly positive as is the correlation between two achievement indicators. (Contains six tables and six references.) (Author/SLD)

ED 423 303 TM 029 111

Huynh, Cam-Loi
Comparable Confidence Intervals for Multi-Sample and Replication Studies.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; *Estimation (Mathematics); Foreign Countries; *Research Methodology; *Sampling
IDENTIFIERS- *Confidence Intervals (Statistics); *Research Replication

When the same parameters are estimated by data from several independent samples, it may happen that, for any pair of samples, even though the test for parameter discrepancy is statistically significant, the two individual confidence intervals overlap. To overcome this potential contradiction, a new type of one-sample confidence intervals is developed. Their

ED 423 320 UD 032 519

Richman, Naomi
In the Midst of the Whirlwind: A Manual for Helping Refugee Children.
PUB DATE- 98
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; *Children; Coping; *Educational Policy; Elementary Secondary Education; Family Influence; Foreign Countries; Immigrants; Parent Attitudes; Parents; *Refugees; *School Role; Student Attitudes; *Teacher Role; Teacher Student Relationship; Teaching Methods

This manual is written with the aim of providing a framework for understanding the situation of refugee children, assessing their difficulties, and making plans to help them. There is a special emphasis on the role of teachers because school plays such a central role in children's well-being. Section 1 of the manual looks at the varied experiences of refugees and how these affect children's development and family life. Chapter 2, "Background," introduces the background of refugees in Britain and discusses issues about gaining asylum and the current social situation of refugees. Chapter 3, "Families," discusses the experiences undergone by adults and how these affect family relationships and functioning. Chapter 4, "Children's Lives," looks at the impact of past and current experiences on child development and how children cope with adversity. Chapter 5, "Communities," discusses the ways in which communities are affected by their experiences, and Chapter 6, "Who Am I? Issues Around Identity," explores issues of identity changes in acculturation and generational differences. Section 2 of the book discusses aspects of support for children and families. Chapter 7, "Communication and Understanding," discusses communication between refugees and the host country. Chapter 8, "Working with Interpreters," discusses issues affecting the work of interpreters. Chapter 9, "Ways of Helping Refugee Children and Families," reviews factors that affect children and how they cope with adversity, especially in school. Chapter 10, "I'm Going to School," deals with parents' and children's hopes and disappointments about school, and Chapter 11, "How School Helps," deals with general school policies that promote security and well-being. Chapter 12, "How Activities Help," discusses the therapeutic influence of creative and recreational activities. Chapter 13, "Assessing Refugee Children," reviews the complexities of assessing the learning of refugee children. Chapter 14, "Giving Extra Help," discusses the kinds of help available for children and families experiencing difficulties, with emphasis on the ways school can help. Chapter 15, "Children in Care," deals with refugee children who are unaccompanied or unsupported by family. Chapter 16 presents conclusions about responding to the needs of displaced children. (Contains 81 references.) (SLD)

ED 423 321 UD 032 521

Sherman, Lawrence W.; Gottfredson, Denise C.; MacKenzie, Doris L.; Eck, John; Reuter, Peter; Bushway, Shawn D.
Preventing Crime: What Works, What Doesn't, What's Promising.

ED 423 337 UD 032 542

Walberg, Herbert J., Ed.; Reyes, Olga, Ed.; Weissberg, Roger P., Ed.
Children and Youth: Interdisciplinary Perspectives. Issues in Children's and Families' Lives. Volume 7.
PUB DATE- 97
NOTE- 383p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Black Students; Child Development; *Disadvantaged Youth; *Educational Change; Elementary Secondary Education; Family Characteristics; Health Programs; Inner City; *Interdisciplinary Approach; Low Income Groups; *Minority Groups; Performance Factors; Tables (Data); Urban Schools; *Urban Youth

This volume exemplifies the overall interdisciplinary, multiprofessional view of the problems and potential of urban children and youth. The contributors were encouraged to identify current problems and better solutions. Contributions are grouped into sections on families, schools, and health. The following chapters are included: (1) "Introduction and Overview" (Herbert J. Walberg, Olga Reyes, and Roger P. Weissberg); (2) "The Role of Universities in Child Development" (Sharon Landesman Ramey and Craig T. Ramey): (3) "Youth and Families in the Inner City: Influencing Positive Outcomes" (Geraldine K. Brookins, Anne C. Petersen, and Lisa M. Brooks); (4) "Families and the Development of Urban Children" (Patrick H. Tolan and Deborah Gorman-Smith); (5) "Urban Myth: The Family in Hard Times" (Sam Redding); (6) "Fostering Educational Resilience in Inner-City Schools" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (7) "The Problems and Promise of Urban Schools" (William Lowe Boyd and Roger C. Shouse); (8) "Normative School Transitions among Urban Adolescents: When, Where, and How To Intervene" (Edward Seidman and Sabine E. French); (9) "Understanding the School Performance of Urban Blacks: Some Essential Background Knowledge" (John U. Ogbu); (10) "Extended Day Programs for Urban Children and Youth: From Theory to Practice" (Donald R. Hellison and Nicholas J. Cutforth); (11) "A Public Health Perspective on Urban Adolescents" (Kelli A. Komro, Frank Bingchang Hu, and Brian R. Flay); (12) "Health Perspectives on Urban Children and Youth" (Robert L. Johnson); (13) "Families and Health in the Urban Environment: Implications for Programs, Research, and Policy" (Suzanne Feetham); and (14) "Afterword: Strengthening the Families, Education, and Health of Urban Children and Youth" (Herbert J. Walberg, Olga Reyes, Roger P. Weissberg, and Carol Bartels Kuster). (Each chapter contains references. Contains 13 figures and 13 tables.) (SLD)

ED 423 338 UD 032 543

Tores-Saillant, Silvio; Hernandez, Ramona
The Dominican Americans. The New Americans Series.
PUB DATE- 98
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Cultural Awareness; Cultural Differences; *Dominicans; Educational Attainment; Employment

interactive program that uses lectures, videos, group discussions, and role playing. This manual is divided into four parts. The first section is an overview and evaluation report for the Project's third year of operation in a middle school in an inner city Atlanta (Georgia) neighborhood. In the third year 282 students participated in the program, 35 teachers received violence prevention training, and 30 parents received training or information. The Peace Project reduced the number of suspensions by 25 percent. Part II contains copies of all the forms used in the Peace Project for instructors to copy. Part III is the Peace Project curriculum. The beginning of the section presents several cartoons on violence prevention. The curriculum itself is a 3-day curriculum with four of five lessons that could be taught. Part IV provides a variety of resource information on violence prevention educational materials, including 30 videos, 13 manuals and curricula, 3 sets of cassettes, 7 books, 6 excerpts from publications, and a reading list from the National Criminal Justice Clearinghouse. (SLD)

ED 423 356   UD 032 572

Saturday Institute for Manhood, Brotherhood Actualization. Replication Manual and Blueprint Resource Manual.
SPONS. AGENCY- Office of Minority Health (PHS/DHHS), Washington, DC.
PUB DATE- 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Black History; *Black Youth; Career Development; Community Programs; Health Education; *Institutionalized Persons; *Juvenile Justice; Program Implementation
IDENTIFIERS- African Americans

The Saturday Institute for Manhood, Brotherhood Actualization (SIMBA) is a collaborative effort of 12 community organizations that combine resources and ideas to reduce risk factors and increase resilience for young African American males. The program offers youth, aged 9 to 16, who reside at the Lorenzo Benn Youth Development Campus, training that focuses on health education, vocational development, African American history, and aesthetic arts. The SIMBA acronym is a Kiswahili word that means "young lion." Since the program began in August 1991, over 250 incarcerated young men have been served each year. This Replication Manual and the accompanying "Blueprint Resource Manual" are guided resources for organizations and institutions across the country that want to implement the SIMBA model program with at-risk youth as a community intervention or prevention program. The first two parts of the replication manual provide a detailed procedure and description of the program implementation to replicate the SIMBA model. Part III discusses the challenges of working at a detention facility. Parts IV and V address public relations strategies and program evaluation. Part VI describes program modifications that have taken place since the end of the initial federal funding period in April 1994. Twenty-three attachments for Parts I though VI follow this section. These documents include an organizational chart, documents used in the program, and instruments for measuring outcomes. The last section, Part VII, curriculum development, economic development, research, and professional development. The opportunities and incentives to teach information systems abroad have increased significantly in the 1990s, particularly in emerging economies, where the need for IS faculty is critical. Although information systems have "gone global" in practice, few positions are reserved for IS faculty in prestigious educational and research exchange programs, in contrast with fields such as economics, business administration, and marketing. Often IS faculty must locate programs and host institutions, and solicit and submit invitations to teach to grantors such as the U.S. Information Agency. The need for IS faculty, particularly in emerging economies, is critical. Continuous reexamination of scope and mission is symptomatic of a healthy, vibrant discipline. Work in societies which are self-consciously engaged in historic geopolitical and socio-economic transition offers irreplaceable experience for insights and creative solutions which are impossible at arms length. A list of research subjects is included to illustrate the panoply of resources available for IS practitioners and educators. (Contains 24 references.) (Author/AEF)

ED 422 916 IR 057 074

Zhang, Ping
Distance Teaching a Graduate Course on Information Systems Analysis and Design.
PUB DATE- 97
NOTE- 14p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Computer Assisted Instruction; Computer Mediated Communication; Computer System Design; *Distance Education; Educational Philosophy; Graduate Study; Higher Education; Information Science Education; *Information Systems; *Instructional Design; *Instructional Effectiveness; Learner Controlled Instruction; Problem Solving; Questionnaires; Student Motivation; Student Surveys; Systems Analysis; Teaching Methods; Teaching Models
IDENTIFIERS- Problem Based Learning; Situated Learning

A graduate distance course on Information Systems Analysis and Design was designed and delivered under the guidance of the following four philosophies: (1) an effective education is a learner-centered education; (2) distance students are more likely to experience situated learning and problem-based learning; (3) enforced learning should enable distance learners to achieve higher learning performance and satisfaction; and (4) the driving force behind a distance course is the effective learning of subject topics, not the enforcement of state-of-the-art distance education technologies. The course was well presented and received. Students reported a very satisfactory learning experience. This paper describes in detail the course planning, actual delivery, learning results, and technology use. Different distance course models are also introduced. Experiences, lessons learned, and practical suggestions can help other distance instructors to deliver effective distance education. The paper concludes with a discussion of several important distance education issues. A copy of a learner survey pre-questionnaire is appended. (Author/AEF) the Master of Business and Technology program at the University of New South Wales (Australia) Results suggest that business managers and professionals agree that emerging information age organization structures are also having an impact on business management practices and challenges. Curriculum implications for IS educators are discussed. (Contains 11 references.) (AEF)

ED 422 937 IR 057 095

Schambach, Thomas P.; Kephart, David
Do I/S Students Value Internship Experiences?
PUB DATE- 97
NOTE- 7p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Science; Cooperative Programs; Higher Education; *Information Science Education; *Internship Programs; Program Evaluation; School Business Relationship; Student Attitudes; *Student Experience; Student Surveys; Telecommunications; Work Experience

Internships are often put off until late in some students' programs of study. Furthermore, some academics are said to be reluctant to accept the legitimacy of applied work programs and thus cooperative education programs are not offered in some curriculums. This study invited students finishing their internship experiences to reflect on the legitimacy of internships as a method to prepare students for careers as computing professionals. The student subjects in this research were all computing majors (Computer Science, Information Systems, Telecommunications). The results reported in this study are based on two data collection methods. Fixed format scaled responses from a small sample were used to gather and analyze description statistics of graduating interns' perceptions. In addition, open format responses were evaluated, coded, and summarized from a larger super-set sample. Student responses were strongly favorable concerning their internship experiences. Most students described the internship as a great experience that had a major impact on their learning and on their understanding of real world issues and environments. Surveyed students overwhelmingly recommended that other students get involved in cooperative education opportunities. (Author)

ED 422 938 IR 057 096

Schrage, John F.
Six Thinking Aspects of Programming.
PUB DATE- 97
NOTE- 9p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Computer Oriented Programs; *Computer Science Education; *Computer Software Development; Critical Thinking; Design Requirements; Higher Education; Programmers; *Programming; Teaching Methods; *Thinking Skills

variety of information relevant to the care of a special needs child, including funding, diagnoses and national and community resources. Caregivers responded positively to the resource library. They found it convenient, helpful and filled with relevant information. Staff responded positively as well, as information was readily available to them, and when indicated, they were able to suggest that parents access more detailed information in the resource library. Caregivers improved in their fund of information and confidence levels in regards to caring for their disabled child after the implementation phase. Parents have requested that the resource library expand its features. (Appendices contain staff questionnaire on parent information, resource assessment, memo to hospital departments, cover letter, information assessments in English and Spanish, library index, figures and tables, as well as photocopy request forms.) (AEF)

ED 422 959   IR 057 159

Thomas, P. Steven, Comp.; Jones, Maryhelen, Comp.
Off-Campus Library Services Conference Proceedings (8th, Providence, Rhode Island, April 22-24, 1998).
PUB DATE- 98
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Distance Education; Educational Development; Educational Planning; Higher Education; Information Technology; Librarian Teacher Cooperation; Library Planning; *Library Services; Lifelong Learning; Marketing; *Outreach Programs; Program Development; Shared Resources and Services
IDENTIFIERS- Central Michigan University

The 27 papers that make up this Proceedings were presented at the Eighth Off-Campus Library Services Conference. The primary objective of the conference was to provide a forum where practitioners involved in library services for off-campus constituents could gather to exchange relevant ideas, concerns and perspectives, and to share research. Papers include: "Walden University and Indiana University: Unlikely Partners Providing Services to Off-Campus Students" (Rita Barsun); "Lights...Camera...Instruction: Library Instruction Via Interactive Television" (Rick Mean); "Developing a Curriculum for an Information Literacy Course for Off-Campus Students: A Case Study at the University of South Africa" (Shirley J. Behrens); "Lifelong Learning and Higher Education Libraries: Models for the 21st Century" (Peter Brophy and Jenny Craven); "Index Utilization Patterns in Large University Branch Campus Libraries Which Provide FirstSearch as a Virtual Indexing Tool" (Nancy J. Burich, Harvey R. Gover, and Kathleen A. Schanz); "Distance Education at the Univesity of Rhode Island-Providence Center: Picture-Tel, E-mail, and Library Support" (Joanna M. Burkhardt); "Instructional Support to a Rural Graduate Population: An Assessment of Library Services" (Mary Cassner and Kate Adams); "Service Challenges of a Virtual Library Clientele" (Ann Coder); "Outreach Information Services Partnership: An Academic Health Science Center and a Rural Satellite Campus" (Ann Duesing); "Administrative Structures for Extended Campus Library Services: A Survey of Institutional Operations" (Jack Fritts); "Library Catalogs, the World Wide Web, and Serving the Off-Campus User: Boon or Bust?" (Kevin A. Furniss and Doug Kariel); "Writing Formal Documents for Program Planning and Development" (Lois C. Gilmer); "Towards the Virtual Library: Meeting Remote Business Students' Library and

Further readings categorized by geographic location, and other materials can be used to prepare story hours, art and drama science and nature studies. The guide includes a chart that organizes pourquoi tales by theme, topic, and motif. Most annotations include suggestions for age appropriateness. The tales are also organized by cultural and geographic groups, providing opportunities for integrating multicultural concepts into science, literature, and social studies. Activities include Venn diagrams, shadow puppetry, and multimedia projects. (DLS)

ED 422 978 IR 057 181

Berman, Matt; Dupuy, Marigny J.
Children's Book Awards Annual 1998.
PUB DATE- 98
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Authors; *Awards; Books; *Childrens Literature; Fiction; Library Materials; Picture Books; *Publications; Reading Materials
IDENTIFIERS- Illustrators

This publication reviews the books from the major national children's book awards and lists. The following awards are covered: John Newberry Awards, Randolph Caldecott Awards, Coretta Scott King Awards, Mildred L. Batchelder Awards, Pura Belpre, Boston Globe-Horn Book Award, and the National Book Award for Young People's Literature. The lists are American Library Association Notable Children's Books, Bulletin of the Center for Children's Books (BCCB) Blue Ribbons, Booklist Editors' Choice, Horn Book Fanfare, New York Times Best Illustrated Books and Notable Children's Books, Publishers Weekly Best Children's Books, and School Library Journal Best Books. Also included is a section called "Personal Picks" that contains a few of the books the authors thought should have been on a list. The book is divided into separate sections for picture books, chapter books, and young adult books. (Contains indexes according to author, illustrator, title, awards, lists, publisher, type, and genre/subject.) (Author/AEF)

ED 422 979 IR 057 182

Hoffmann, Frank W.; Wood, Richard J.
Guide to Popular U.S. Government Publications: 1995-1996. Fifth Edition.
PUB DATE- 98
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; Government (Administrative Body); *Government Publications; Information Sources; *Maps; *Nonprint Media; *Periodicals; Scholarly Journals; User Needs (Information)
IDENTIFIERS- *Monographs; Titles

This biennial publication identifies and describes 1,500 of the most popular and useful federal documents (monographs, journals, maps, posters, pamphlets, and media kits) for students, educators, and lay citizens. Taking up where the last edition left off, it covers titles from 1995 and 1996 with a few classics from previous years and a select number of periodicals from 1997. Organized by subject, the entries study, one of the recommendations set forth for the college was to develop a plan for ongoing institutional assessment. In the 1997-98 academic year, three key elements of the self-study recommendation were implemented: (1) the position of assessment analyst, responsible for coordinating program and service area reviews, was created and filled; (2) a schedule of programs and service areas to be reviewed was developed; and (3) a guide for program and service area review was developed. Included are tables of faculty profiles and comparisons of classroom assessment instruments used. Appended are comments made by administrators and faculty, and a copy of the Classroom Assessment Activities Survey. (AS)

ED 423 000 JC 980 394

Barber, Jerry
Bronx Community College. Report 98-T-1.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accounting; *Budgeting; Community Colleges; *Educational Finance; *Eligibility; *Financial Audits; Institutional Evaluation; Instructional Student Costs; *State Aid; *Student Financial Aid; Tuition Grants; Two Year Colleges
IDENTIFIERS- City University of New York Bronx Community Coll; Supplemental Tuition Assistance Program NY; Tuition Assistance Program NY

In accordance with Section 665(3)(b) of the Education Law, the Office of the New York State Comptroller determined that Bronx Community College (BxCC) was overpaid $191,126 because school officials incorrectly certified students as eligible for (Tuition Assistance Program) TAP and (Supplemental Tuition Assistance Program) STAP awards. TAP is the largest of the various student grant and scholarship programs administered by the Higher Education Services Corporation (HESC). It is an entitlement program designed to provide tuition aid to eligible full-time students. STAP is a supplemental assistance program designed to provide an additional year of state aid to educationally disadvantaged students. The accuracy of BxCC's TAP and STAP certifications were tested for the three years, a process that ended in June 1997, using a statistical sample of 200 randomly selected awards of the 28,392 the school certified. From the sample, five awards totaling $4,907 were disallowed by auditors, and seven more awards totaling $7,086 were also disallowed, based on a review of other awards from outside the sample period. It is therefore recommended, after calculating a statistical projection to the entire school population, that HESC recover a total of $191,126, plus applicable interest from BxCC. (AS)

ED 423 001 JC 980 396

SCANS/TEJAS Compendium. Test of Employability: Job Aptitude & Skills & TEJAS Learning Modules.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE- 97
NOTE- 20p.; SCANS/TEJAS is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

temperament also played a role in the feeding interaction by nine months. Less infant activity, frustration, distress to novelty and more positive affect were related to better quality interaction between infants and mothers at this older age. (JPB)

ED 423 020 PS 025 793

West Virginia Essential Elements of Quality for Early Care and Education Programs.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Families and Work Inst., New York, NY.; Claude Worthington Benedum Foundation, Pittsburgh, PA.; Carnegie Corp. of New York, NY.; Wheelock Coll., Boston, MA.
PUB DATE- 97
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Day Care; *Early Childhood Education; *Educational Quality; *Program Evaluation; *Self Evaluation (Groups); State Standards; Young Children
IDENTIFIERS- West Virginia

Based on the belief that all children have a right to quality care and education, early childhood best practices, and trained staff/providers, this guide details quality standards for early care and education programs in West Virginia, developed through the Early Education Quality Improvement Project (EQUIP). The standards are voluntary and not licensing regulations; rather, the standards guide is designed for use as a self-assessment tool to enable staff/providers and parents to assess how well their program is meeting quality standards, and to develop a plan for continuous improvement. The guide is based on the National Association for the Education of Young Children's Developmentally Appropriate Practice, Birth-8 and Accreditation Criteria, and Procedures of the National Academy of Early Childhood Programs. Following an introduction describing the Quality Improvement Project mission and goals, directions for use, and a glossary of terms, nine sections present the essential elements of early childhood program quality: (1) positive relationships; (2) family involvement; (3) program for child development and learning; (4) staff professionalism; (5) safe, healthy learning environments; (6) health promotion; (7) inclusive practices; (8) effective administration and business practices; and (9) continuity for children and families. Each section describes the rationale for the particular element and states the quality standard(s) (with examples if necessary), the indicators for each standard, the evaluation result, its priority for change, program needs, and notes/comments. Appended is a description of the West Virginia Career Pathway Levels and a form for the continuous improvement plan. (KB)

ED 423 021 PS 025 795

Early Education Quality Improvement Project Profiles of Excellence: Exemplary Programs Serving West Virginia's Young Children and Their Families.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Families and Work Inst., New York, NY.; Claude Worthington Benedum Foundation, Pittsburgh, PA.; Carnegie Corp. of New York, NY.; Wheelock Coll., Boston, MA.
PUB DATE- 97

Strategies; Educational Strategies; High School Students; High Schools; *Learning Motivation; *Learning Strategies; *Motivation Techniques; Multiple Intelligences; Performance Factors; Program Effectiveness; Self Motivation; Student Improvement; *Student Motivation
IDENTIFIERS- Illinois; *Student Engagement

This action research project evaluated a program of activities to increase the engagement of high school students in their learning. The targeted population consisted of freshman, sophomore, and senior students in a middle class community in central Illinois. The lack of student engagement that posed a problem in academic progress was documented by means of parent and student questionnaires, teacher observations, student academic performance, teacher anecdotal records, and teacher/student journal entries. Analysis of probable cause data revealed that the components contributing to the detached approach of students to their learning environment involved motivation. A review of the data revealed that parents and students had unsound priorities and unrealistic perceptions that impacted student educational involvement. A look at traditional school components indicated that static curriculum, lack of student empowerment, and ineffective teaching methods permitted students to be passive learners. A review of solution strategies resulted in the selection of two major strategies for intervention: the incorporation of cooperative learning activities and the use of alternate assessment tools, both utilizing the Multiple Intelligences Theory. The post-intervention data indicated that the aforementioned strategies did result in improved student enjoyment and a feeling of competency, which led to greater student engagement in learning and academic growth. (SD)

ED 423 039   PS 026 778

Priority Academic Student Skills (PASS): A Core Curriculum for Our Children's Future. Revised.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indian Languages; Career Education; Criterion Referenced Tests; *Curriculum; *Educational Objectives; Educational Technology; *Elementary School Students; Elementary Secondary Education; Health Education; Information Literacy; Language Arts; Mathematics Curriculum; Music; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; State Curriculum Guides; State Legislation; *State Standards; *Student Educational Objectives; Student Evaluation; Technology Education; Visual Arts
IDENTIFIERS- Oklahoma

In accordance with Oklahoma statutes, the State Board of Education reviews every 3 years the state curriculum for kindergarten through grade 12. This document details the priority academic skills for kindergarten, the core curriculum and the integrated curriculum for grades 1 through 12, and student assessment information and timelines. Part 1 of the document presents the kindergarten curriculum, including an overview of requirements for developmental appropriateness, and student objectives in the areas of social skills, creative skills, language arts, mathematics, motor skills, science, and

Julie Deseyn, Wendy Deutelbaum, Karen Kelley-Ariwoola, Stephanie Lubin, Patricia Maunsell, Laurie Mulvey, Lynn Pooley, Jeanne Williams, Flora Woratschek.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Development; Cultural Differences; Curriculum Guides; Family Needs; *Family Programs; Family (Sociological Unit); Home Programs; Home Visits; Human Services; Learning Modules; On the Job Training; *Professional Development; Social Support Groups; Staff Development; Teaching Guides; Teamwork; Workshops
IDENTIFIERS- Center Based Programs; Diversity (Groups); Family Strengths; *Family Support; Field Based Programs; Parent Needs

Family support staff need a broad range of knowledge and skills and an understanding of the multiple psychosocial, biological, and cultural factors influencing human behavior, development, and relationships. This training curriculum, based on concepts of adult learning and the assumption that feeling and self-reflection are at the core of learning, is designed to introduce new staff to the principles and practices of family support, providing a basic survey of issues and concepts that practitioners are likely to encounter in direct family support work. The interactive curriculum is comprised of 8 modules, designed to take 5 days for groups of 10 to 30 participants. Two additional modules on support groups and working as a team are included in appendices. The curriculum guide begins with an introduction describing the curriculum and trainers' qualifications. A training overview details the purpose and participant learning goals for each training day. The eight training modules are: (1) principles and practices of family support programs; (2) family support models and practice; (3) appreciating diversity; (4) building relationships with families; (5) home visiting; (6) exploring family strengths and developing Family Partnership Plans; (7) building community; and (8) supporting families in center-based programs. Trainer notes provide suggestions for planning, adapting the program, concluding, and evaluating the program. Each training module presents the purpose and participant learning goals; delineates the time required, materials provided or needed, and trainer preparation steps; details activities, including discussion, mini-lectures, and videotapes; lists recommended readings; and contains relevant handouts. (KB)

ED 423 057 PS 026 879

Samuels, Bryan; Ahsan, Nilofer; Garcia, Jill
Know Your Community: A Step-By-Step Guide to Community Needs and Resources Assessment. (Revised Second Edition).
SPONS. AGENCY- Administration for Children, Youth and Families, Washington, DC. Children's Bureau.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 95
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Attitudes; *Community Needs; *Community

Support Groups; Student Needs; *Success
IDENTIFIERS- Adult Child Relationship

Children and adolescents who succeed have specific assets in their lives--developmental assets, such as family support and self-esteem. The more assets young people have, the less likely they are to lose their way and get into trouble. Based on nationwide studies of children in grades 6 through 12, this book spells out 40 assets that help children succeed. The book includes more than 900 specific, concrete suggestions to help parents build assets in the home, school, community and religious congregation. The book first presents checklists for kids and parents to determine what assets kids already have so parents can focus on the ones they need. The major portion of the book details the 40 assets, external and internal, and how to build them. The specific assets are organized into the following areas: (1) Support, including family support, other adult relationships, and caring school climate; (2) Empowerment, including community that values youth, and service to others; (3) Boundaries and Expectations, including neighborhood boundaries and positive peer influence; (4) Constructive Use of Time; (5) Commitment to Learning, including school engagement and reading for pleasure; (6) Positive Values, including equality and social justice, and restraint; (7) Social Competency, including planning and decision making, cultural competence, and resistance skills; and (8) Positive Identity, including sense of purpose, and a positive view of person future. The remaining sections of the book discuss roadblocks to asset building and how to overcome them, moving toward an asset mindset, and resources for asset building, categorized for parents, schools, communities, religious congregations, and young people. (HTH)

ED 423 077   PS 026 936

Nevada Kids Count Data Book, 1997.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Counties; Crime; Demography; Dropouts; Early Parenthood; Elementary Secondary Education; High School Graduates; Mortality Rate; One Parent Family; *Poverty; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; Violence; *Well Being
IDENTIFIERS- Arrests; *Indicators; *Nevada

This Kids Count data book is the first to examine statewide indicators of the well being of Nevada's children. The statistical portrait is based on 15 indicators of child well being: (1) percent low birth-weight babies; (2) infant mortality rate; (3) percent of children in poverty; (4) percent of children in single-parent families; (5) percent of families in poverty; (6) teen birth rate; (7) unmarried teen birth rate; (8) percent of students who are high school dropouts; (9) percent of teens not in school or working; (10) child death rate; (11) child abuse and neglect report rate; (12) number of child deaths from abuse; (13) juvenile violent crime arrest rate; (14) teen violent death rate; and (15) teen suicide rate. The report provides a demographic profile of Nevada's children and families, compares Nevada to the rest of the nation with regard to the indicators, displays trends in Nevada over time, education's primary purpose is to instill Christian values. Pacific Islanders respond to good leadership but tend to accept ineffective leadership rather than challenge it. Therefore, leadership must be strong, and the principal of Rita Christian has fulfilled this role. Staff development opportunities at the school include weekly teachers' meetings that focus on curriculum and teaching, networking, mentoring, and a collaborative training partnership between school and local government. A change to year-round scheduling improved attendance and learning retention and provided opportunities for remedial help and a sense of continuity. Although English is the common language, its introduction takes place in a 2-year bilingual preschool environment that supports the students' home language. In following this school's model, Pacific communities might focus on school purpose to increase community involvement, strong leadership development, staff training, year-round scheduling, and the timing and quality of the introduction of English as the medium of instruction. (SAS)

ED 423 095 RC 021 646

Outdoor Living Skills: Instructors Manual for Administering the OLS Program in a Camp and for Teaching the Program Leader Course. Revised Edition.
PUB DATE- 97
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Learning; *Camping; Environmental Education; Leadership Qualities; *Leadership Training; Lesson Plans; *Outdoor Education; *Outdoor Leadership; Program Administration; *Skills; Teaching Guides; Teaching Methods

This manual is designed as a tool for teaching and administering the Outdoor Living Skills (OLS) program in a camp and for training program leaders. Introductory sections address the following: (1) program overview and program materials; (2) people and their environment (physiological and psychological concerns of children and youth, understanding differences, minimum-impact camping, and partnerships with the U.S. Forest Service); (3) goals, philosophy, and materials of the OLS Youth Program; (4) guidelines for teaching adults and handling groups; and (5) four tiers of adult roles in the OLS program, skills and knowledge needed by instructors and outdoor leaders, and program planning. Guidelines and session plans are provided for instructors of program leaders. The program leaders' basic course has eight sessions, and the advanced course has seven. Sessions cover such topics as working with groups, developmental characteristics of children and youth, teaching methods, safety and first aid, food and tools, knots, map and compass, trip planning, and teaching in the outdoors. Each session plan includes an outline, time and materials needed, location, instructor guidelines, and topical materials. Appendices contain information resources, activities to demonstrate competence at five skill levels, a skills chart, a program leader application, and an OLS materials order form. An index is included. (SAS)

ED 423 096 RC 021 647

Romo, Harriett D.
Latina High School Leaving: Some Practical Solutions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

Alternatives Loan Program for materials that include CD-ROMs, videotapes, models, charts, computer diskettes, and slides which are labeled according to recommended educational level. Prices of loan materials are compared with costs of dissection as a point of reference. (PVD)

ED 423 114 SE 061 633

Digging into Minnesota Minerals.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Earth Science; Educational Resources; Elementary Education; *Geology; Industry; Learning Activities; *Minerals; *Mining; *Natural Resources; Paleontology; Petrology; Puzzles; *Science Education; Volcanoes
IDENTIFIERS- *Minnesota

This publication presents students with facts about geology and several learning activities. Topics covered include rocks and minerals, volcanoes and earthquakes, fossils, exploration geology, mining in Minnesota, environmental issues related to mining, mineral uses, mining history, and the geology of Minnesota's state parks. A geologic timetable relates the earth's eras with rocks in Minnesota, events in Minnesota, and characteristic life of the periods. This timetable is accompanied by an activity demonstrating the formation of sedimentary rocks. An article about fossils is accompanied by an activity that allows students to make their own fossils from clay and plaster of Paris. Activities demonstrating drill core sampling and the difficulty of mining through a chocolate chip cookie are related to various articles on mining in Minnesota. A feature about the Hull Rust Mahoning mine in Hibbing, Minnesota, discusses taconite, a low-grade iron ore. This feature includes a sidebar explaining mines and the mining industry in Minnesota. Other activities in this publication consist of word games, quizzes, and mazes. (PVD)

ED 423 115 SE 061 635

Seismic Sleuths. Earthquakes: A Teacher's Package for Grades 7-12.
SPONS. AGENCY- Federal Emergency Management Agency, Washington, DC.
PUB DATE- 95
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Design; Constructivism (Learning); Cooperative Learning; Design Requirements; *Earth Science; *Earthquakes; Emergency Programs; Geology; *Geophysics; Hands on Science; Natural Disasters; *Science Activities; Secondary Education; *Seismology; Teaching Guides

This teacher package for grades 7-12 takes a broad approach in preparing students for earthquakes. "Hands-on/minds-on", inquiry-driven activities are balanced by library research and visits with disaster planning officials. Emphasis is placed on cooperative learning and the constructivist approach to teaching. Students not only study the causes of earthquakes but also study building construction and forces that damage buildings, then construct model buildings to test their

(2) to enhance participants' ability to use scientific inquiry; and (3) to integrate the HSS program into the core curriculum. In addition to an overview of the program, the program research base is summarized, program components are described, findings of the project are highlighted, and implications of the project are discussed. (Author/DDR)

ED 423 135 SE 061 757

Cohen, Elizabeth G.
A Sociologist Looks at Talking and Working Together in the Mathematics Classroom.
PUB DATE- 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (77th, New York, NY, April, 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Educational Theories; Elementary Secondary Education; Group Dynamics; *Grouping (Instructional Purposes); *Interaction; *Mathematics Instruction; Teaching Methods

Contemporary reform in mathematics education emphasizes interaction among students as a source of learning. There are several insights that sociological theory and research can supply to researchers, staff developers, and curriculum developers in mathematics education who are using small groups. This paper investigates four questions concerning the use of small groups in mathematics classrooms. Group work from a mathematics classroom is presented and discussed. Elements of collaborative situations such as the importance of the assigned task, fostering interaction in small groups, and inequalities within groups are also touched upon by presenting research results from the field. (Contains 31 references.) (ASK)

ED 423 136 SE 061 758

Jacob, Evelyn
Anthropological Perspectives for Research in Mathematics Education: Beyond "Cultural Groups."
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April, 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; *Educational Anthropology; Elementary Secondary Education; Innovation; *Mathematics Education; Teaching Methods

This paper presents an overview of anthropological approaches to studying mathematics classrooms, programs, and innovations in schools. Focus is placed on teaching and learning and programs and innovations from an anthropological point of view. An explanation of how the education of cultural groups could be included in these perspectives is also included. (Contains 35 references.) (ASK)

ED 423 137 SE 061 773

Education; Instructional Materials; Interdisciplinary Approach; *International Cooperation; *International Relations; *Justice; *Peace; *Social Studies; *Sustainable Development
IDENTIFIERS- *United Nations

This kit for 7-11 year-olds introduces elementary school students to the work of the United Nations (UN). The materials explain the global issues and concerns the UN addresses. Relevant information about the UN and its work is included in each unit, but these must be examined, taught, and understood within the context of the larger issues and ideals. The kit presents the UN, its history, and basic principles; then it delves into the UN's work of conflict prevention and resolution, human rights, and sustainable development. Five Backgrounders at the beginning of the kit introduce the UN to the teacher. Resource Points at the end of the kit provide additional reference and support materials. Each unit is divided into a main text, a UN Factfile, and activities. While the main text presents the subject and theme, the activities are the focal points of the units, encouraging critical and creative thinking, participation, and reflection on one's own attitudes and behaviors. There are 18 units in this kit with teaching points tied to the context of the UN. The units are intended to be interdisciplinary. (EH)

ED 423 160 SO 028 489

Barrs, David, Ed.; Juffkins, Maura, Ed.
Intermediate School Kit on the United Nations.
PUB DATE- 95
NOTE- 77p.; For other "Kits on the United Nations" publications, see SO 028 488-490.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; Global Education; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; *International Cooperation; *International Relations; Junior High Schools; *Justice; Middle Schools; *Peace; Social Studies; *Sustainable Development
IDENTIFIERS- *United Nations

This kit for 11-14 year-olds introduces middle school students to the work of the United Nations (UN). The materials explain the global issues and concerns the UN addresses. Relevant information about the UN and its work is included in each unit, but these must be examined, taught, and understood within the context of the larger issues and ideals. The kit presents the UN, its history, and basic principles; then it delves into the UN's work of conflict prevention and resolution, human rights, and sustainable development. Five Backgrounders at the beginning of the kit introduce the UN to the teacher. Resource Points at the end of the kit provide additional reference and support materials. Each unit is divided into a main text, a UN Factfile, and activities. While the main text presents the subject and theme, the activities are the focal points of the units, encouraging critical and creative thinking, participation, and reflection on one's own attitudes and behaviors. There are 21 units in this kit with teaching points tied to the context of the UN. The units are intended to be interdisciplinary. (EH)

ED 423 161 SO 028 490

This networking directory is a comprehensive reference source of names, locations, and fields of interest of South African human sciences researchers. The guide is intended to promote research cooperation, facilitate networking, and organize conferences. The directory is intended for use at both the international level and the local level. The guide is divided into two sections. Part One offers "Biographical Profiles A to Z," and Part Two a "Subject index." This guide is designed to be used in conjunction with the "Directory of Human Sciences Research Organizations and Professional Associations in South Africa" published in 1995. (EH)

ED 423 186 SO 028 896

Miller, Ron, Ed.
Educational Freedom for a Democratic Society: A Critique of National Standards, Goals, and Curriculum.
PUB DATE- 95
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Freedom; Change Strategies; Educational Change; *Educational Planning; Elementary Secondary Education; *National Standards; Private Schools; Public Schools; *School Community Relationship; *State Standards
IDENTIFIERS- *Goals 2000

This book of essay provides an analysis of how Goals 2000 and other standards-setting initiatives will affect local school districts and private schools. The essayists reflect diverse perspectives on the issue and argue that mandated standards will have devastating effects on children's learning and on the quality of democratic community life. Essays include: (1) "Introduction: The Case Against National Goals, Standards, and Curriculum" (Ron Miller); (2) "Schooling in the Modern Age: Core Assumptions Underlying the Standards Agenda" (Ron Miller); (3) "Reforming School Reform" (James Moffett); (4) "Educational Reform and the Dangers of Triumphant Rhetoric" (Jeffrey Kane); (5) "Goal Setting in Education" (Nel Noddings); (6) "Charter Schools and Procedural Freedom" (Gary Lamb); (7) "Goals 2000: What Have We Done with Our Freedom?" (Ronald Milito); (8) "Goals 2000 Versus the Rights of Conscience and the Building of Community" (Stephen Arons); (9) "Culture, Imperialism, and Goals 2000" (Harold Berlak); (10) "Goals 2000, the Triumph of Vulgarity, and the Legitimation of Social Injustice" (David E. Purpel); (11) "The White Man's Burden, Revisited" (Gerald Porter); (12) "Mad as Hell" (Patrick Shannon); (13) "Holding Our Ground: Goals 2000 and Families" (Seth Rockmuller; Katharine Houk); (14) "Unschooling 2000" (Pat Farenga); (15) "Thoughts from a Free Mom" (Linda Dobson); (16) "The Secrets of Education" (Lynn Stoddard); and (17) "A Holistic Philosophy of Educational Freedom" (Ron Miller). (EH)

ED 423 187 SO 028 934

O'Reilly, Kevin
Evaluating Viewpoints: Critical Thinking in United States History Series, Book One - Colonies to Constitution (1492-1789), Student Text and Teeacher's Guide.
PUB DATE- 90
NOTE- 285p.; For other books in this series, see SO 029 935-937.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

report's message were suppressed. The paper reviews the best available information on a variety of measures to see how boys and girls fare in the schools. Such measures as school grades, class rank, honors and prizes in academic competitions, scores on standardized achievement tests, college entrance and graduation rates, and attainment of professional and doctoral degrees are considered. The paper questions the interpretations of much of the data and concludes that research on gender differences in class participation, school climate, and self-confidence provides a welter of conflicting findings, sometimes favoring girls, sometimes favoring boys, and sometimes showing no gender differences at all. The paper charges political propaganda was used in the findings that schools shortchange girls. The paper contends that such a "noble lie" (Plato) draws attention away from the group that schools actually do fail, that of African-American males, who fall far behind African-American females in educational success. The paper questions the distortion that masks the educational progress women have made and focuses on goals of raising self-esteem of teen-age girls, instead of goals of increasing performance of students on international tests in mathematics and science. (EH)

ED 423 211 SO 029 640

Patrick, John J.
Education for Engagement in Civil Society and Government. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Civics; *Democracy; Elementary Secondary Education; Law Related Education; Service Learning; Social Studies
IDENTIFIERS- ERIC Digests

A report by the National Commission on Civic Renewal has sounded alarms about the declining quantity and quality of citizen engagement in U.S. political and civic life. According to the Commission the overall civic condition is weaker than it was and in need of significant improvement. To renew the constructive engagement of citizens in political and civic life intellectual capital must be developed. Intellectual capital is defined as the knowledge of democratic principles and practices and cognitive capacity to apply it to public affairs. The curriculum of schools can be an effective means to development of intellectual capital necessary for constructive civic engagement. Well-designed and delivered courses in civics, government, and U.S. history -- based on key ideas, information, and issues of U.S. democracy of the past and present -- enable students to acquire a fund of civic/political knowledge that can be called upon to comprehend, cope, and otherwise interact successfully with the issues, problems, and challenges of civil society and government. The curriculum must be anchored in core subjects such as history, geography, civics/government, and economics. Intellectual capital must be combined with social capital in effective education for engagement in political and civic life. The development of social capital can be achieved through experiential learning such as cooperative learning or service learning. Learning the PTPC as authorized by Alaska Statutes, Title 14, Chapter 20, Article 5, entitled "The Professional Teaching Practices Act." In general, the Commission deals with matters of ethical and professional standards of educators and their compliance with applicable state laws and contractual obligations. The report contains a synopsis of activities from July 1, 1995 through June 30, 1996. Section 1 explains the purpose, organization, and activities of the PTPC. Section 2 reviews fiscal year 1996. The Commission met three times in general session. There were 71 complaints filed and 58 cases concluded. The report lists details on the following activities and services: disciplinary action taken; background searches; appeal hearings; newsletter publication; presentations; code of ethics provision; the national clearinghouse (where any disciplinary action against an educator in any state is recorded); and handbook for Alaska educators. A table presents the financial report for fiscal year 1996, and a chart offers numbers of PTPC cases by calendar year. The report concludes with a list of PTPC staff and members as of October 1996. (SM)

ED 423 231 SP 038 155

Green, Sanna
Alaska State Professional Teaching Practices Commission (PTPC). Annual Report. Fiscal Year 1997.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Codes of Ethics; Compliance (Legal); *Discipline; Elementary Secondary Education; State Legislation; *State Standards; *Teacher Behavior; Teachers
IDENTIFIERS- *Alaska; *Professional Standards and Practices Boards

This annual report of the Alaska State Professional Teaching Practices Commission (PTPC) cites activities and services of the PTPC as authorized by Alaska Statutes, Title 14, Chapter 20, Article 5, entitled "The Professional Teaching Practices Act." In general, the Commission handles matters of ethical and professional standards of educators and their compliance with applicable state laws and contractual obligations. The report synopsizes activities from July 1, 1996 through June 30, 1997. Section 1 explains the PTPC's purpose, organization, and activities. Section 2 describes what appropriate disciplinary action is pursuant to Section 14.20.470, Alaska Statutes. Section 3 explains professional teaching practices public hearings. Section 4 presents examples of allegations (e.g., sexual harassment of staff, sexual misconduct with students, drug-alcohol offenses, inappropriate discipline, incompetency, criminal conduct, fraudulent certificates/applications, miscellaneous issues, and contract violation). Section 5 reviews fiscal year 1997. The Commission met three times, with 57 complaints investigated and concluded. The report details the following activities and services: disciplinary actions; background searches; appeal hearings; newsletter publications; presentations; code of ethics provision; the national clearinghouse (where any disciplinary action against an educator in any state is recorded); and handbook for Alaska educators. A table presents the financial report for fiscal year 1997. Charts offer numbers of PTPC cases by calendar year and final orders and frequency of sanctions invoked. The report concludes with a list of PTPC staff and members as of October 1996. (SM)

This book contains necessary information to help teachers deal with the assessment concerns of classroom teachers. The major theme is that classroom assessment should help teachers make better educational decisions. Each chapter contains several elements intended to foster mastery of its contents, including a summary of contents, a more succinct statement of what teachers really need to know about the chapter's contents, self-check exercises and a key, questions designed to promote thinking abut the chapter's key concepts, and information about additional resources. Each chapter also contains a description of a fictitious teacher in a classroom situation related to one or more of the topics in the chapter. The following chapters are included: (1) "Why Do Teachers Need To Know about Assessment?"; (2) "Reliability of Assessment"; (3) "Validity"; (4) "Absence-of-Bias"; (5) "Deciding What To Assess and How To Assess It"; (6) "Selected-Response Tests"; (7) "Constructed Response Tests"; (8) "Performance Assessment"; (9) "Portfolio Assessment"; (10) "Affective Assessment"; (11) "Improving Teacher-Developed Assessments"; (12) "Instructionally Oriented Assessment"; (13) "Making Sense Out of Standardized Test Scores"; (14) "Appropriate and Inappropriate Test-Preparation Practices"; and (15) "Evaluating Teachers and Grading Students." (Contains 7 tables and 32 figures.) (SLD)

ED 423 250   TM 028 982

Brown, Sally; McDowell, Liz; Race, Phil
500 Tips for Research Students.
PUB DATE- 95
NOTE- 128p.; Published by Kogan Page Limited, London, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; Decision Making; *Educational Research; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; Problem Solving; *Research Methodology; Research Reports; *Researchers; *Skill Development; Teaching Methods; Writing for Publication
IDENTIFIERS- England

This book provides guidance to the research student in planning, carrying out, writing up, and publishing research findings. More than 500 tips for researchers are presented in a format that groups the tips into sets of ideas for each of the following chapters: (1) "Getting Started in Research"; (2) "Finding Your Feet--and Keeping Them"; (3) "Reading, Writing--and Finishing"; (4) Getting Going with Teaching"; and (5) "Life after Researching." Suggestions are given for the teaching in which research students are often involved, and for finding a job after the research period comes to an end. The book is not intended to be read cover-to-cover, but is designed to be a reference. The skills needed to be a research student are very different than those needed to be an undergraduate. This book cannot solve all the novice research student's problems, but it can be an invaluable resource. Thirty-three sources are listed for further reading. (SLD)

ED 423 251   TM 028 984

Smith, Brenda; Brown, Sally; Race, Phil
500 Tips on Assessment.
PUB DATE- 96

subjects, but the main conclusion to be drawn from this study is that most of the states have a long way to go before their academic standards will be strong enough to bear the considerable burden now being placed on them. Their present weaknesses are great enough to be a grave threat to standards-based education reform. In every subject, the number of states receiving a "D" or an "F" outnumbered the number receiving an "A" or a "B." In English and history, only one state received an "A." When the data were aggregated, no state had an "A" average, and only Arizona, California, and Texas earned a "B" average. In every subject, at least one state published excellent standards, demonstrating that it can be done. The "Forum" section of the report contains commentaries on the standards movement by five eminent participators and observers: (1) Lynne Cheney; (2) Denis Doyle; (3) William Galston; (4) Will Marshall; and (5) Susan Traiman. One appendix contains the criteria for reviewing state standards, and the other contains the documents examined listed by state. (SLD)

ED 423 268   TM 029 072

Kentucky Essential Skills Testing. Report of the Special Subcommittee. Research Memorandum No. 435.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Criterion Referenced Tests; Educational Improvement; *Elementary Secondary Education; *Norm Referenced Tests; State Legislation; *State Programs; Test Use; *Testing Programs
IDENTIFIERS- Kentucky; *Kentucky Essential Skills Test

In 1986 the Kentucky General Assembly passed legislation directing the Legislative Research Commission to appoint a special subcommittee, the Special Subcommittee on Essential Skills Testing, to study the Kentucky Essential Skills Testing Program (KEST) and to make recommendations concerning the program. This report presents the findings and recommendations of this subcommittee. Kentucky began its mandated statewide testing program in 1978. The KEST provides information about each student's mastery of essential skills, or criterion-referenced data, and an estimate of how well Kentucky's students do in comparison with a national sample. When the KEST is considered in terms of the statutory requirements for testing, it seems to fulfill these purposes. However, it only provides an estimate of normative information, and is not as reliable at the individual student level as a longer norm-referenced test would be. The Subcommittee met six times during the year and heard the testimony of various experts and reviewed documents pertaining to the KEST and other state and nationally normed tests. As a result it made two recommendations: (1) the Kentucky Department of Education should administer a criterion-referenced test based on the essential skills in grades K-12, and also administer a nationally normed achievement test in grades 3, 5, 7, and 10; and (2) Kentucky should participate in the 1988 Southern Regional Education Board/National Assessment of Educational Progress Testing Program. (SLD)

ED 423 269   TM 029 073

Gender Issues: Analysis of Methodologies in Reports to the Secretaries of Defense and the Army. Report to Congressional

Level; *Learning Strategies; *Prior Learning; Student Interests; Tables (Data)
IDENTIFIERS- Self Report Measures; Strategy Choice

The relationships among prior knowledge, learning strategy use, interest, learning goals, and conceptual understanding were studied with 72 fifth graders from 3 science classrooms. In September 1996 students completed a knowledge test designed to assess their prior knowledge and conceptual understanding of ecological concepts (plant and animal relationships and interdependencies). In early December, students completed a self-report measure of learning goals, interest, and strategy use, and the knowledge test in that order. Prior knowledge, strategy use, interest, and learning goals were positively related to each other and to conceptual understanding. Prior knowledge accounted for 29% of the total variance in conceptual understanding after the contributions of strategy use, interest, and learning goals were controlled. After controlling for prior knowledge, interest explained 7%, learning goals 6%, and strategy use explained 4% of the total variance in conceptual understanding. With the exception of prior knowledge, individual contribution of each of the other predictor variables to conceptual understanding was no longer significant when contributions of the other predictors were controlled. After controlling for prior knowledge, learning goals and interest accounted for 37% and 17% of the total variance in strategy use, respectively. After controlling for either interest or learning goals, prior knowledge did not account for a significant portion of the variance in strategy use. The mutual support of these processes in knowledge acquisition is discussed. Two appendixes contain the study instruments. (Contains 6 tables and 71 references.) (Author/SLD)

ED 423 285 TM 029 090

Wilson, Vicki A.
Qualitative Research: An Introduction. Purposes, Methodology, Criteria for Judgment, and a Rationale for Mixed Methodology.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Anthropology; *Criteria; Ethnology; Feminism; Psychology; *Qualitative Research; *Research Methodology; *Social Science Research
IDENTIFIERS- *Mixed Method Evaluation

Qualitative research is research that attempts not only to understand the world, but also to understand it through the eyes of the participants whose world it is. Consequently, qualitative research must occur in a natural setting. The study begins, not with hypotheses to be proved or disproved, but with a flexible plan to explore a phenomenon. Only when all the data are collected is inductive reasoning used to draw conclusions. There are many challenges in qualitative research, from designing the study to analyzing the data. Among the qualitative research in education traditions are: (1) human ethnology; (2) ecological psychology; (3) holistic ethnography; (4) cognitive anthropology; (5) ethnography of communication; and (6) symbolic interactionism. Some politically charged qualitative methodologies are: democratic evaluation, neo-Marxist ethnography, feminist research, action research, and participatory research. Like other scholarship, qualitative research must adhere to accepted standards. Although the evaluation will lead to the same statistical decisions reached by the two-sample test for parameter discrepancy. Moreover, the simultaneous decisions on parameter estimation, statistical inference, and directional prediction can be made with specified confidence coefficients and error rates by simply comparing a pair of comparable confidence intervals. In contrast with conventional confidence intervals, the comparable new confidence intervals have narrower widths, disjoint or overlap depending on whether the parameter discrepancy is statistically significant or not. The proposed procedure can be applied to both simple and multiple a-priori comparisons of means, proportions, and correlation coefficients. Due to its mathematical simplicity, the method should be valuable for research practitioners and quite suitable to be taught in courses of research methods in the behavioral and social sciences. An appendix explains the derivation of the formulas in Table 1. (Contains 3 tables and 49 references.) (Author/SLD)

ED 423 304 TM 029 112

Betebenner, Damian W.
Improved Confidence Interval Estimation for Variance Components and Error Variances in Generalizability Theory.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Change; Error of Measurement; *Generalizability Theory; *Performance Based Assessment; Research Design; *Sampling; Simulation
IDENTIFIERS- *Confidence Intervals (Statistics)

The zeitgeist for reform in education precipitated a number of changes in assessment. Among these are performance assessments, sometimes linked to "high stakes" accountability decisions. In some instances, the trustworthiness of these decisions is based on variance components and error variances derived through generalizability theory. Often overlooked is the fact that these statistics are subject to sampling error. This paper introduces techniques used to determine the accuracy of such statistics. It addresses the shortcomings of overlooking sampling error by presenting a number of results with respect to confidence intervals about linear combinations of expected mean squares appropriate for generalizability theory. Simulation results indicate that these intervals, particularly the two-sided and one-sided lower intervals, are accurate or conservative both in simple and complex designs with varying amounts of difference in degrees of freedom across effects. (Contains 1 figure and 12 references.) (Author/SLD)

ED 423 305 TM 029 113

Market Data Retrieval's (MDR's) Enrollment Comparison Report, Fall 1997.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Counties; *Elementary

Research in Brief. National Institute of Justice.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Crime Prevention; Drug Education; Educational Innovation; Elementary Secondary Education; Interpersonal Competence; Literature Reviews; Preschool Education; *Program Effectiveness; Program Evaluation; *Research Methodology; Thinking Skills; *Training; Urban Youth; Validity

This Research in Brief describes the scientific methodologies used to perform a review of crime prevention programs and then discusses what research has shown to work, what it has shown not to work, and what approaches seem promising for crime prevention. The first step was to identify and review reports evaluating the effectiveness of crime prevention programs, looking for evidence about program impact. The Maryland Scale of Scientific Methods was developed to rank studies on overall internal validity, and it was used to rank the studies examined. Strong research support for the efficacy of the following programs was found: (1) home visits for infants by nurses and other professionals; (2) preschool classes with weekly home visits by preschool teachers; (3) family therapy and parent training for delinquent and at-risk preadolescents; (4) organization development for innovation in schools; (5) communication and reinforcement of clear and consistent norms in schools; (6) teaching social competency; (7) coaching high-risk youth in thinking skills; (8) vocational training for older male offenders; (8) nuisance abatement action on landlords; (9) extra police patrols; (10) monitoring and incarceration of repeat offenders; (11) on-scene arrests for domestic abuse; (12) rehabilitation programs with risk-focused treatments; and (13) therapeutic community treatment programs for drug users in prison. Other approaches have been identified that do not work, including such common techniques as individual and peer counseling of students, the Drug Abuse Resistance Education Program, and some school-based leisure time enrichment programs. Programs that are seen as promising, especially in schools, include training in thinking skills and improved classroom management and instructional techniques. (Contains 1 exhibit and 145 references.) (SLD)

ED 423 322 UD 032 522

Bridges: A School Inter-Ethnic Relations Program.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Elementary Secondary Education; Ethnic Relations; *Human Relations; Inservice Teacher Education; *Parent Education; Partnerships in Education; Peer Relationship; *Prevention; *Racial Relations; Teaching Methods; Violence; Workshops
IDENTIFIERS- *California (Orange County)

The Orange County (California) Human Relations Council exists to improve intergroup relations by enabling a representative group of school community members to work collaboratively toward creating and sustaining a safe, inclusive school climate that is respectful of society's diversity. The Council concentrates

Patterns; Ethnic Groups; Foreign Countries; High Schools; *Hispanic Americans; *Immigrants; Immigration; Socioeconomic Status; Spanish Speaking; Tables (Data); Urban Problems; *Urban Youth
IDENTIFIERS- Dominican Republic

Books in the New Americans Series are designed for high school students and general readers who want to learn more about the immigrants who have become their new neighbors. This volume deals with the experience of Dominican Americans, a settled community in its North American abode. The book begins with a brief historical background that traces the geographical, cultural, and ethnic origins of the Dominican people. Chapter 1,"U.S.-Dominican Relations: An Age-Old Romance," gives an account of United States-Dominican relations from the mid-1800s. Chapter 2, "Escape from the Native Land," surveys the political and socioeconomic conditions that have caused the Dominicans to leave their home country en masse since the mid-1960s. Chapter 3, "Dominicans in the United States: The Rise of a Community," discusses the formation of a Dominican community in the United States and focuses on their place in the labor market, education, business, and politics. In Chapter 4, "Forging a Dominican-American Culture," the development of a Dominican culture that stems from the immigrant experience is detailed, with emphasis on the visual and performing arts, literature, food, and religion. Chapter 5, "The Future of Dominican Americans," articulates the vision of the future for the Dominican community in the United States. (Contains 4 figures, 16 tables, and 192 references.) (SLD)

ED 423 339   UD 032 544

Christman, Jolley Bruce
Guidance for School Improvement in a Decentralizing System: How Much, What Kind and from Where? Children Achieving: Philadelphia's Education Reform. Progress Report Series 1996-1997.
SPONS. AGENCY- Children Achieving Challenge, Philadelphia, PA.
PUB DATE- 98
NOTE- 84p.; For related reports, see UD 032 545-548.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Decentralization; Educational Administration; *Educational Change; Elementary Secondary Education; *Guidance; *Organizational Development; Political Influences; Program Evaluation; School Districts; Standards; Tables (Data); Teacher Surveys; *Urban Education; Urban Schools
IDENTIFIERS- *Philadelphia School District PA; Reform Efforts

Philadelphia's school reform initiative, Children Achieving" was evaluated. The focus in this report is on decentralization, exploring how Children Achieving is strengthening schools' capacity to make and carry out informed decisions that lead to schoolwide standards, how the new structures are working at various levels of the system, and how the school district is deciding how much and what kind of guidance to provide the schools. The second chapter of this report describes the progress of schools in becoming effective at making the decisions necessary for substantive instructional reform. The third and fourth chapters address central administration and the new administrative structure, clusters (a high school plus its feeder middle and elementary schools), to examine their contributions to the decentralization process. Chapter 5 considers the theory of action of the Children Achieving effort and presents some recommendations for implementation. It is the African American history curriculum and its appendixes. The appendixes are 35 profiles of African American leaders. The "Blueprint Resource Manual" contains information on establishing a SIMBA program. The following sections are included: (1) "Initiating the SIMBA Coalition"; (2) "Organizing the SIMBA Coalition"; (3) "Evaluating the Effectiveness of the SIMBA Coalition"; and (4) seven appendixes that contain forms used in the establishment and evaluation of a SIMBA coalition. (SLD)

ED 423 357 UD 032 573

Trotter, Jennie C.
Coping with Stress. Stress Education Curriculum. A Stress Control Program for Troubled Youth. Fifth Edition.
PUB DATE- 98
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biofeedback; *Conflict Resolution; Coping; *Curriculum; Elementary Education; Elementary School Students; *High Risk Students; *Holistic Approach; *Relaxation Training; Self Concept; *Stress Management; Stress Variables
IDENTIFIERS- Yoga

Project Stress Control was developed for the Fulton County (Georgia) school system in 1984 and was implemented at an elementary school. The program was very successful in reducing suspension rates and office referrals for disruptive behavior and in increasing academic performance and parent participation. This curriculum is an outgrowth of the project. It teaches holistic techniques, such as relaxation, deep breathing, massage, biofeedback, acupressure, affirmations, communications skills, nutrition, and yoga exercises for stress reduction. The coping skills in this curriculum are designed for youth aged 8 to 17. The manual contains the following 18 lessons: (1) "Understanding Stress"; (2) "Good and Bad Stress"; (3) "Signs of Stress"; (4) "Causes of Stress"; (5) "How To Control Stress"; (6) "Breathing, Relaxation Exercises"; (7) "Thoughts and Stress"; (8) "Visualization and Guided Fantasy"; (9) "Affirmations"; (10) "Feelings and Responsibility"; (11) "Positive Releases for Anger"; (12) "Self Concept and Stress"; (13) "Positive Communication"; (14) "Problem Solving"; (15) "Conflict Resolution"; (16) "Exercise and Nutrition"; (17) "Goal Setting and Time Management"; and (18) "Contract, Post Quiz, Evaluation." An 81-item bibliography is divided into sections on a number of youth problems. (SLD)

ED 422 917 IR 057 075

Morse, Glynna E.; Glover, Harry; Travis, Julie
Survey of Distance Education Utilization in Information Systems Departments.
PUB DATE- 97
NOTE- 9p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Educational Planning; Higher Education; *Information Science Education; *Information Systems; Nontraditional Education; Professional Development; School Surveys; Tables (Data); Teaching Methods; World Wide Web

A survey was conducted of 205 information systems departments to determine information about existing distance education programs, plans for future distance education programs, faculty selection and training, and advantages and disadvantages of distance education. Of the questionnaires returned by 46 information systems departments, only 12 were actually using distance education in their programs; however, an additional 9 departments planned to use distance education within 2 years. Lack of funding, equipment, administrative support, and faculty support were given as reasons why 18 of the information systems departments did not see distance education as a viable learning program. The most popular media used for distance education were Internet or World Wide Web-based instruction and interactive television (ITV). The reporting information systems departments were offering about the same number of undergraduate and graduate courses via distance education. Half of distance education faculty received no additional remuneration of released time for distance education assignments. The most popular type of training was specialized on-campus workshops and personalized one-on-one training or mentoring. (Contains 23 references.) (Author/AEF)

ED 422 918 IR 057 076

Okolica, Carol
The IS MBA Core Course: Fostering Student Creativity While Enhancing Active Learning.
PUB DATE- 97
NOTE- 6p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Assignments; Business Administration Education; Computer Selection; Computer Software; Course Content; Higher Education; *Information Technology; Instructional Design; Instructional Development; Internet; *Management Information Systems; Masters Programs
IDENTIFIERS- Dowling College NY; Masters of Business Administration

This paper describes the results of reengineering the IS (information systems) MBA (Master's of Business Administration)

Based on literature and student input, six major concerns have been noted for student programming progress for the academic class and work environment. The areas of concern are module driver programming, program documentation, output design, data design, data validation; and reusable code. Each area has been analyzed and examined in the teaching of computer programming over a period of about 20 years. The key element continues to be thinking. Getting programming students to think about each of the concerns and applying those principles to their environment leads to a better programmer. (Contains 15 references.) (Author/AEF)

ED 422 939 IR 057 097

Sim, Edward
Teaching OOA: Issues and Challenges.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer System Design; Course Content; Curriculum Development; Higher Education; Information Science Education; *Instructional Design; *Management Information Systems; Models; *Systems Analysis; *Systems Development; Teaching Methods
IDENTIFIERS- *Object Orientation; Object Oriented Programming

This paper presents the argument that object oriented analysis (OOA) is rapidly becoming an important systems analysis methodology and that current systems analysis and design courses should present OOA. However, because of the embryonic nature and rapidly changing content of OOA, instructors are faced with special challenges when designing OOA curriculum. This paper, based on research and teaching in this area, identifies several of these issues and challenges and makes recommendations and suggestions for meeting these challenges. Specifically the following issues are addressed: how much of the content of the class should be devoted to OOA; how the sequence of material should be organized; and whether one or more specific methodologies should be taught. The challenges of teaching these new concepts are considered, and limitations posed by conflicting terminologies and notation are reviewed. (Contains 26 references.) (Author/AEF)

ED 422 940 IR 057 098

Rogers, Camille F.; Randall, Cindy
Evaluating the Skills & Learning Expectations of Students Enrolled in the Introductory CIS Course.
PUB DATE- 97
NOTE- 6p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; Course Content; Curriculum Development; Higher Education; *Information Systems; Instructional Design; *Introductory Courses; *Knowledge Level; Majors (Students); *Prior Learning; School Catalogs; Skill Development; Student Attitudes; Student

Information Needs" (Lorraine Grobler); "Critical Literacy: A Librarian and an English Professor Collaborate" (Kay Harvey); "Library Instruction at a Distance: The High Tech/High Touch Mix" (Katherine Holmes, Mem Stahley, and Susan Barnes); "Casting a Broad Net: The Use of Web-Based Tutorials for Library Instruction" (Elaine Anderson Jayne, Judith M. Arnold, and Patricia Fravel Vander Meer); "The Evaluation of the Virtual Library and its Impact on Bibliographic Instruction for Distance Learners" (Jamie P. Kearley); "Promoting Off-Campus Library Services: Even a Successful Program Needs a Marketing Plan" (Gloria Lebowitz); "Off-Campus Library Resources: Collection Development for Distance Education and its Impact on Overall Library Collection Goals" (Ann Pettingill); "Iowa is Our Campus: Expanding Library Resources and Services to Distance Education Students in a Rural State" (Robert F. Rose and Barbara Ripp Safford); "Using Citation Analysis to Identify and Monitor Journal Usage by Off-Campus Graduate Students" (Sr. Margaret Ruddy); "Student Satisfaction with Library Services: Results of Evaluation Using Focus Groups" (Steve Schafer); "Course-Specific World Wide Web Pages: Evolution of an Extended Campus Library Instruction Service" (Rebecca Sedan and Jerilyn Marshall); "An International Comparison of Library Services for Distance Learning" (Alexander Slade and Marie Kascus); "Remote Reference by Microcomputer: Setup and Installation" (Nathan Tinnin, Jonathon Buckstead, and Kyle Richardson); and "Merging Library, Educational Television, and Computing Services in an Extended Campus Environment" (Leslie Wykoff). (Contains reproductions of tables of contents from previous conference proceedings.) (AEF)

ED 422 960   IR 057 160

McArthur, Janice; McGuire, Barbara E.
Books on Wheels: Cooperative Learning through Thematic Units.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Awards; Books; *Childrens Literature; *Cooperative Learning; Cooperative Programs; Elementary Education; Fiction; Learning Activities; *Librarian Teacher Cooperation; *Reading Instruction; *Reading Materials; Reading Motivation; Recreational Reading; School Libraries

Designed as an integrated package for thematic instruction, this book helps librarians and teachers select appropriate reading materials to use in specific areas of study and promote reading to students in primary grades. Sixteen chapters include such popular themes as: (1) "Risky Reading: Adventure Stories"; (2) "Old MacDonald's Place: Farm Animals"; (3) "Honored Books: Caldecott Award Winners"; (4) "Out of the Past: Dinosaurs"; (5) "Best of Show: Dogs"; (6) "From Magic to Mystery: Fairy and Folktales"; (7) "Creepy Crawlers: Insects and Spiders"; (8) "Mouse Tales: Mice"; (9) "Horrendous Fun: Monsters"; (10) "Many People, Many Stories: Multiculturalism"; (11) "Book, Line and Sinker: Ocean World"; (12) "Wrinkled, Wise and Wonderful: Old People"; (13) "Poems A'Poppin: Poetry"; (14) "Round and Round: Our Planet, Earth"; (15) "Summer, Fall, Winter, Spring: The Seasons"; and (16) "Just Being Me! Feelings about Myself" introduce readers to a broad variety of children's books. Each chapter contains an introduction to the theme, an introductory theme-based project, booktalks, annotated bibliographies, and provide complete bibliographic data--a bibliographic description, issuing agency, SuDocs number, GPO ordering information--and an annotation. The authors have streamlined their approach in this edition, dropping unnecessary and highly technical topics and titles in lieu of more general and practical publications. (Contains a publications catalogs appendix, a title index and a subject index.) (AEF)

ED 422 980 IR 057 183

Wilkinson, Frances C.; Thorson, Connie Capers
The RFP Process: Effective Management of the Acquisition of Library Materials.
PUB DATE- 98
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Costs; Decision Making; Evaluation Criteria; Information Services; Librarians; *Library Acquisition; *Library Administration; Library Collection Development; *Library Materials; *Library Technical Processes; Online Catalogs; Vendors
IDENTIFIERS- *Requests for Proposals

Many librarians view procurement, with its myriad forms, procedures, and other organizational requirements, as a tedious or daunting challenge. This book simplifies the process, showing librarians how to successfully prepare a Request for Proposal (RFP) and make informed decisions when determining which vendors to use for purchasing library materials. The authors contend that the straight bid process (considering only costs and discount rates) does not offer the best option for libraries. Using the RFP process can help any library make the best use of staff time while taking advantage of vendor discounts and reduced service charges. Encouraging libraries of any size and focus to use and adapt their examples, the authors detail every facet of the RFP process--philosophical and pragmatic reasons for writing and RFP, evaluation of responses and awarding of contracts, transferring titles, and evaluation of vendor services and products. "Part 1: Preliminary Considerations" contains an overview and planning the RFP; "Part 2: Writing the RFP" covers domestic approval plans and standing orders, domestic and foreign serials, and library system interfaces and electronic services from book and serials vendors; "Part 3: Writing the Subject-Specific RFP" covers Latin American approval plans, fine arts approval plans, and science, technology, and engineering approval plans; "Part 4: Evaluation, Implementation, and Follow-up" covers evaluating vendor proposals, the vendor transfer process, and the vendor evaluation process; and "Part 5: The Vendor Perspective" covers vendor interviews. Appendixes contain a sample timeline and materials, questions for various sections and types of RFPs, evaluation criteria, a glossary and an index. (AEF)

ED 422 981 IR 057 184

Advancing the Public Interest through Knowledge and Distributed Intelligence. Summary Report of the Leadership Colloquium (Washington, D.C., September 25-26, 1997, December 12, 1997).
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English

DESCRIPTORS- Academic Achievement; College Curriculum; Community Colleges; Creative Thinking; *Educational Testing; *Employment Potential; *Evaluation Methods; *Job Applicants; *Job Skills; Learning; Problem Solving; Self Actualization; Student Characteristics; Two Year Colleges; Vocational Evaluation

This SCANS/TEJAS document is a compendium of tests developed to assess basic workplace skills identified by the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS). Designed primarily for use in community college classes, the SCANS/TEJAS tests can be used to assess what individuals know (cognitive domain) as well as what they do and value (affective domain). To measure the latter, there are 13 learning modules: (1) allocating money resources; (2) applying systems knowledge; (3) applying technology; (4) communicating information; (5) demonstrating appropriate social skills; (6) displaying creative thinking and problem solving skills; (7) displaying integrity and honesty; (8) displaying self-management skills; (9) exercising leadership; (10) exhibiting decision-making skills; (11) exhibiting listening skills; (12) negotiating conflict resolution; and (13) organizing information. These modules can be used for group instruction or individualized learning. They are not subject-matter specific so they can be adapted to any curriculum, with adjustments for education or reading level. The document contains the SCANS/TEJAS test itself, including self-check and practice activities, learning experiences, and a do/don't list. (AS)

ED 423 002 JC 980 397

Cohen, Arthur M.; Rifkin, Tronie; Lee, Lucy; McKinney, Kristen; Yamasaki, Erika
New Expeditions--Vision and Direction for the Nation's Community Colleges. Topical Bibliographies & Analyses.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- College Administration; College Role; *Community Colleges; *Educational Change; Educational Finance; Educational Technology; *Educational Trends; *Enrollment; Equal Education; Faculty; *Futures (of Society); Governance; Leadership; Learning; Social Influences; Two Year colleges

The September 1998 topical bibliographies and analyses in this collection cover the latest ERIC literature on community colleges in eleven key areas: (1) access, diversity, and inclusion; (2) civil society; (3) teaching and learning; (4) faculty; (5) technology; (6) governance; (7) leadership; (8) finance; (9) market forces; (10) change; and (11) the future. The bibliographies are based on selections from an extensive search of community college literature that describes trends in eleven key areas during the past ten years. Critical analyses of literature and these trends highlight key issues and pose questions that community college leaders need to consider when estimating the feasibility and desirability of maintaining or shifting directions in the future. This collection aims to provide the resources and focus for further discussion of key issues. (AS)

ED 423 003 JC 980 398

NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Educational Quality; *Preschool Education; Program Descriptions; Young Children
IDENTIFIERS- Day Care Quality; *West Virginia

This document describes the 25 exemplary programs serving young children and their families in West Virginia. The programs were participating in the final stages of a process for state recognition as an exemplary program by the Early Education Quality Improvement Project Committee of the Governor's Early Childhood Implementation Commission in West Virginia in 1996. Nominations for exemplary programs were submitted statewide, and the 25 programs described here were selected on the basis of an evaluation by a review committee in the following areas: parent activities, community involvement, collaborative partnerships, staff development, communicating with parents, marketing/public awareness, team planning, use of volunteers, community service, curriculum, inclusion, transition, and cultural diversity. Each of the program descriptions contains: (1) a brief description of the program and contact information; (2) ideas to share regarding programming; (3) advice from the program regarding important program components; and (4) highlights of the program's exemplary practices. Included in the document is additional information on the recognition process, a stipend application for interested programs to visit exemplary program sites, and information on obtaining stipends for seeking accreditation from the National Academy of Early Childhood Programs. Also included is a list of the essential elements of program quality and a list of resources. (KB)

ED 423 022 PS 026 056

In the Public Interest: The Benefits of High Quality Child Care. Videotape .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Caregiver Child Relationship; *Day Care; *Day Care Effects; Early Childhood Education; Foreign Countries; Public Policy; *Teacher Characteristics
IDENTIFIERS- Canada; *Day Care Quality; Program Characteristics; *Quality Indicators

Noting that, in Canada, 10,000 child care programs serve children and families of diverse cultural and socioeconomic backgrounds, this video examines the characteristics and benefits of high quality programs. The 22-minute video first cites two reasons why quality child care is a current issue: the increasing number of women in the workforce and research showing the positive impact of high quality programs on how a child learns, regardless of the child's background or whether the mother works. The video then defines child care, and explores the characteristics of high quality programs, including stable and consistent caregiving, age-appropriate activities, and hygienic facilities and routines. Characteristics of high quality caregivers are then listed, including training in early childhood education, skills needed to encourage cooperative relationships, and a sympathetic, warm, caring demeanor. Additional factors contributing to high quality in a care program are noted, such as solid regulation and supervision, social studies. Part 2 gives an overview and student objectives either for each grade or combined grades as appropriate in the core curriculum areas of language arts, mathematics, science, social studies, the arts, and languages. Part 3 presents student objectives for instructional technology, health/safety and physical education, technology education/hands-on career exploration, and information literacy. Part 4 discusses possible measurement methods for priority academic student skills, provides background information regarding testing mandates for 1993 through 1999, differentiates norm-referenced and criterion-referenced test, and identifies the academic skills to be measured by Oklahoma's criterion-referenced tests for grades 5, 8, and 11. A glossary of terms concludes the document. (KB)

ED 423 040 PS 026 789

Back to Sleep: Reduce the Risk of Sudden Infant Death Syndrome (SIDS) and Questions and Answers for Professionals on Infant Sleeping Position and SIDS.
PUB DATE- 96
NOTE- 11p.; A product of the Back to Sleep Campaign.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; *Child Health; Infant Mortality; *Infants; Parent Materials; *Prevention; Public Health; Risk Management; *Sleep
IDENTIFIERS- Public Service Advertising; Public Service Campaigns; *Sudden Infant Death Syndrome

The "Back to Sleep" public health campaign, which recommends that infants be placed on their backs for sleeping help reduce the risk of Sudden Infant Death Syndrome (SIDS), was initiated in 1994. The campaign was led by the National Institute of Child Health and Human Development, and co-sponsored by the U.S. Public Health Service, the American Academy of Pediatrics, the SIDS Alliance, and the Association of SIDS and Infant Mortality Programs. This packet of "Back to Sleep" materials contains a brochure for parents and one for health care professionals. The parent brochure, "Back to Sleep: Reduce the Risk of Sudden Infant Death Syndrome (SIDS)," defines SIDS, advises parents lay their infants on their backs to sleep, and makes other recommendations to reduce SIDS risk. The professionals' brochure, "Questions and Answers for Professionals on Infant Sleeping Position and SIDS," uses a question-answer format to describe the "Back to Sleep" public health campaign, research on sleep positions and SIDS, prematurity and sleep position, sleep position in hospital nurseries, infants' positional preferences, the age at which to stop using the non-prone position, risk for aspiration and flat spots on the head with supine sleeping, and the use of various devices marketed to maintain infants in a non-prone position during sleep. Also included in the packet of materials is an order form for additional free materials, including videotapes in English and Spanish; and sample magazine and newspaper public service announcements. (KB)

ED 423 041 PS 026 790

Vondra, Joan I.; Shaw, Daniel S.; Swearingen, Laure; Cohen, Meredith; Owens, Elizabeth B.

Planning; Community Services; *Community Surveys; Data Analysis; Data Collection; Information Needs; *Needs Assessment; Statistical Surveys; Strategic Planning

This guide describes a systematic way of identifying the resources and needs of community residents by gathering data, soliciting the perspectives of residents and leaders, and surveying service providers and other community resources. Part 1 of the guide differentiates community assessment from traditional needs assessments and details the 5-step community assessment process: (1) establishing a community planning team; (2) defining community boundaries; (3) developing a statistical profile, including determining what information to collect, gathering the data, and analyzing the data; (4) assessing needs from residents' perspectives; and (5) assessing community resources through provider surveys, association surveys, consumer surveys, and community mapping. Part 2 deals with sorting through the large body of information to set community priorities, focusing on the use of a community assessment matrix to provide a framework for analysis. Two appendices provide (1) guidelines for developing a resident survey and (2) copies of the surveys and other tools described in the guide. (KB)

ED 423 058 PS 026 894

Kellman, Philip J.; Arterberry, Martha E.
The Cradle of Knowledge: Development of Perception in Infancy.
PUB DATE- 98
NOTE- 369p.; A Bradford Book.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Auditory Perception; Biological Influences; Child Development; Cognitive Development; *Constructivism (Learning); Developmental Stages; Evolution; Habituation; *Infants; *Perception; *Perceptual Development; Research Methodology; Social Development; Spatial Ability; Tactual Perception
IDENTIFIERS- *Ecological Perspective; *Knowledge Development

In the past 25 years, there has been an explosion in research on the development of perception. The research has produced discoveries at multiple levels: ecological analyses, models of representation and process, and improved understanding of biological mechanisms. This book provides a comprehensive treatment of infant perception, bringing together work at these multiple levels to provide a new picture of perception's origins. The emphasis is on perceptual knowledge: How one comes to perceive the world; what information, processes, and mechanisms produce this knowledge; and how perceptual processes change over time. The work shows that the traditional constructivist view, emphasizing the construction of perceptual reality through extended learning, has been disconfirmed by experimental data in many domains, and that an ecological view, emphasizing the role of evolution in preparing infants to perceive, provides a better overall account, but that both innate foundations and learning contribute to perceptual development. The 12 chapters cover: (1) views of perception and perceptual development; (2) physiological and sensory foundations of perceptual development; (3) space perception; (4) pattern perception; (5) object perception; (6) motion and event perception; (7) intermodal perception; (8) auditory perception; (9) perception and action; (10) perceptual foundations of social development; (11) perceptual foundations of cognitive development; and (12) trends and themes in and provides a state and county profile for each indicator. Findings indicate that: The teen birth rate is rising more quickly in Nevada than nationally; Nevada ranks fiftieth on the immunization rate of 2-year-olds; nearly half the pre-schoolage children are not enrolled in preschools; the percentage of children living in poverty is increasing; and the infant mortality rate is improving. The juvenile violent crime arrest rate and teen violent death rate in Nevada are increasing. (KB)

ED 423 078 PS 026 941

Mueller, Marsha R.
Immediately Outcomes of Lower-Income Participants in Minnesota's Universal Access Early Childhood Family Education. Early Childhood Family Education (ECFC) Evaluation Series; Changing Times, Changing Families-Phase II.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.
PUB DATE- 96
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; Child Rearing; Early Childhood Education; Knowledge Level; Low Income Groups; Parent Child Relationship; *Parent Education; Parent Role; Parenting Skills; *Parents; Program Evaluation; Public Policy; Social Support Groups; *Young Children
IDENTIFIERS- *Early Childhood Family Education; Minnesota

The Minnesota Early Childhood Family Education (ECFE) program is a voluntary public school family support and education program for parents of children from birth to kindergarten, and is offered in 360 school districts and the four tribal schools. An evaluation was conducted to learn what types of immediate outcomes could be expected for lower-income families participating in the program. During the 1994-95 school year, 700 families were surveyed from 14 school districts, with 150 families participating in additional in-depth interviews and videotaped observations. In addition, staff assessments and independent ratings were used to measure family outcomes. The major findings of the study indicate that: (1) ECFE makes a positive difference in parents' approach to parenting, parent-child relationships, and their child's behavior; (2) staff assessments of parents' knowledge, behavior, and role perception revealed improvement from fall to spring, with more parents improving in awareness of their child and child development than changes in parenting behavior; (3) there was a decline in number of parents receiving low ratings on measures of parent-child interaction from fall to spring; (4) lower-income families demonstrate different knowledge levels about child development and parenting skills, diverse demographic characteristics, different risk levels, and different amounts of social support; and (5) ECFE'S approach was effective with many different low-income families. The findings of the evaluation were used to make recommendations for public policy and program focus, and to identify issues for further evaluation. (Eight appendices include data collection and analysis strategies and data collection instruments. Contains 13 references.) (KB)

ED 423 079 PS 026 945

Crosser, Sandra
He Has a Summer Birthday: The Kindergarten Entrance Age Dilemma. ERIC Digest.

(ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Aspiration; *Dropout Prevention; Family Influence; *Females; *High School Students; High Schools; Hispanic Americans; Peer Influence; *Potential Dropouts; *School Role; *Sex Role; Sexual Harassment; Student Attitudes; Student School Relationship
IDENTIFIERS- ERIC Digests; *Latinas

Leaving school early has a dramatic impact on Hispanic girls, because Latinas face greater barriers than males when seeking high-wage jobs and opportunities in postsecondary education. This Digest examines how gender roles, families, schools, and friends influence Latinas in their education and career decisions, and outlines practical dropout prevention strategies for schools and families. Gender-role attitudes in U.S. society, schools, and Latino families contribute to girls' educational performance, and girls' gender attitudes may signal whether they will pursue stereotypical vocations and familial paths or seek higher education and careers. School factors that influence decisions to drop out of school include tracking into vocational or general education programs, sexual harassment and the refusal of schools to correct it, and the attitudes of peer groups in school. Some practical solutions are school programs that promote self-efficacy and high expectations, programs that improve academic performance at early ages and encourage career goals, teacher efforts to avoid and counter gender bias, the belief among school staff that all students can succeed, programs to help teen parents graduate and find work, Hispanic mother-daughter programs that raise aspirations, and programs that take into account the differences among Latinas of different generations and cultural groups. (Contains 20 references.) (SV)

ED 423 097 RC 021 648

Morse, Susan; Hammer, Patricia Cahape
Migrant Students Attending College: Facilitating Their Success. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Access to Education; *College Attendance; *College Bound Students; *College Preparation; *College Students; Educational Practices; High Schools; Higher Education; Hispanic Americans; *Migrant Education; Success
IDENTIFIERS- ERIC Digests; *Student Support Services

This Digest discusses common stumbling blocks that prevent migrant students from attending and completing college and examines ways that colleges and universities can help migrant students succeed. The basic steps of completing high school with adequate college preparation, applying to college and being accepted, obtaining financial aid, and progressing knowledge. Students explore how their community prepares for emergencies and how it is empowered with tools to bring about change in community disaster preparedness. Some activities are interdisciplinary. Each unit section contains an overview of the contents and package layout. Each unit in turn has an introduction that gives specific information on the unit content. Lessons and activities include complete procedures, material lists, and master pages for the students. Unit 1 contains the introduction that serves as a foundation for the other units by pre-assessing student knowledge of earthquakes and hazards preparedness. Unit 2 covers causes of earthquakes, geologic time, and side effects of earthquakes. Unit 3 explores the science and history of seismology. Unit 4 covers building design and how earthquake forces act on various designs. Unit 5 focuses student attention on earthquake preparedness. Unit 6 offers a variety of summative and assessment activities. (PVD)

ED 423 116 SE 061 656

Pothier, Yvonne M., Ed.
Canadian Mathematics Education Study Group, Proceedings of the Annual Meeting (Thunder Bay, Ontario, Canada, May 23-27, 1997).
PUB DATE- 97
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Algebra; *Classroom Communication; Elementary Secondary Education; Foreign Countries; *Geometry; Higher Education; Mathematics Curriculum; *Mathematics Education; Mathematics Teachers; Teaching Methods; Thinking Skills; Word Problems (Mathematics)
IDENTIFIERS- Canada

This document contains the proceedings of the annual meeting of the Canadian Mathematics Education Study Group. Papers include: (1) "What Does It Really Mean To Teach Mathematics through Inquiry?" (Raffaella Borasi); (2) "The High School Math Curriculum" (Peter Taylor); (3) "Triple Embodiment: Studies of Mathematical Understanding-in-Inter-action in My Work and in the Work of CMESG/GCEDM" (Thomas E. Kieren); (4) "Awareness and Expression of Generality in Teaching Mathematics" (Louis Charbonneau and John Mason); (5) "Communicating Mathematics" (Douglas Franks and Susan Pirie); (6) "The Crisis in School Mathematics Content" (Malgorzata Dubiel and David Reid); (7) "Abstract Algebra: A Problems-centered and Historically Focused Approach" (Israel Kleiner); (8) "Algebraic Understanding" (Lesley Lee); (9) "Students' Explanations in Linear Algebra" (Tommy Dreyfus); (10) "Mathematics Teaching--How It Could Be Done" (George Kondor); (11) "Mathematics Teachers' Needs in Dynamic Geometric Computer Environments: In Search of Control" (Douglas McDougall); (12) "Teachers Taking Action: Using the National Mathematics Profile To Improve Teaching and Learning" (Sandra Frid); (13) "Materials To Stimulate Mathematical Thinking at the Elementary Level--A Progress Report on the Kindermath Project" (Ann Kajander); (14) "Tomorrow's Mathematics Classroom: A Vision of Mathematics Education" (Gary Flewelling, Bill Higginson, Geoff Roulet and Peter Taylor); (15) "A Model for the Development of Algebraic Thinking" (Mohamed Mosaad Nouh); (16) "Working towards Curriculum Renewal in Undergraduate Mathematics" (Sandra Frid and Joanne Tims Goodell); (17) "A Conjecture on the History of Mathematical Word Problems: Were the Word Problems Ever Practical?" (Susan Gerofsky); (18) "Desperately Seeking Something: Dilemmas Surrounding the Interpretation of Teachers' Interventions" (Jo

DeRosa, Bill, Ed.; Winiarskyj, Lesia, Ed.
Alternatives To Dissection. Second Edition.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Dissection; Elementary Secondary Education; Ethics; Field Trips; *Hands on Science; *Laboratory Animals; Laboratory Procedures; Models; Observational Learning; Science Activities; *Science Education

This packet attempts to provide educationally sound alternatives to dissection in the classroom, thereby making it possible for teachers to eliminate dissection from the curriculum. This packet can also be used by educators who include dissection in their curricula but consider it important to respect the expression of students' ethical, moral, or religious concerns about the treatment of animals. This packet contains teaching activities, student activity sheets, a resources list, and an appendix of further information which includes guidelines for the study of animals in elementary and secondary school biology. Suggested teaching activities include an in-class anatomy quiz show, in-class observation of animals, a design-a-species activity, model building, computer-simulated dissection, flower dissection which gives hands-on experience with real tissue, group exploration of human muscle function and reflexes, naturalistic observation, and a veterinary field trip. A list of traditional objectives cited for the advantages to dissection is also included. These objectives are keyed towards the teaching activities to demonstrate which activities address the same objectives. (PVD)

ED 423 138 SE 061 774

Margulies, Nancy; Sylwester, Robert
Discover Your Brain: Emotion and Attention. How Our Brain Determines What's Important. Grades 5-8.
PUB DATE- 98
NOTE- 43p.; Poster and Audiotape components not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attention; *Biology; *Cognitive Processes; Cognitive Psychology; Educational Strategies; Elementary Secondary Education; *Emotional Development; Mental Health; *Metacognition; Problem Solving; Science Activities; Science Curriculum

This teacher's guide presents current scientific research on the process of human learning and stresses the importance of metacognition. Focus is placed on the integrated pair of concepts, emotion and attention, with analogies to traffic conditions being employed to aid understanding. Background information on human emotion and attention, a poster, instructions for the ten emotion and the five attention-related instructional activities, and handouts and overhead masters are included. (DDR)

ED 423 139 SE 061 775

Margulies, Nancy; Sylwester, Robert

Barrs, David, Ed.; Juffkins, Maura, Ed.
Secondary School Kit on the United Nations.
PUB DATE- 95
NOTE- 83p.; For other "Kits on the United Nations" publications, see SO 028 488-489.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; Global Education; High Schools; Instructional Materials; Interdisciplinary Approach; *International Cooperation; *International Relations; *Justice; *Peace; Social Studies; *Sustainable Development
IDENTIFIERS- *United Nations

This kit for 14-16 year-olds introduces high school students to the work of the United Nations (UN). The materials explain the global issues and concerns the UN addresses. Relevant information about the UN and its work is included in each unit, but these must be examined, taught, and understood within the context of the larger issues and ideals. The kit presents the UN, its history, and basic principles; then it delves into the UN's work of conflict prevention and resolution, human rights, and sustainable development. Five Backgrounders at the beginning of the kit introduce the UN to the teacher. Resource Points at the end of the kit provide additional reference and support materials. Each unit is divided into a main text, a UN Factfile, and activities. While the main text presents the subject and theme, the activities are the focal points of the units, encouraging critical and creative thinking, participation, and reflection on one's own attitudes and behaviors. There are 23 units in this kit with teaching points tied to the context of the UN. The units are intended to be interdisciplinary. (EH)

ED 423 162 SO 028 491

Davison, Trevor
PC: Philosophical Criticism or Petty Carping?
PUB DATE- 94
NOTE- 19p.; Paper presented at the Australian Teacher Education Conference (24th, Brisbane, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; *Criticism; Cultural Awareness; *Educational Philosophy; Ethics; Foreign Countries; Freedom of Speech; Ideology; Multicultural Education; *Political Correctness; Politics; Values

This paper presents two central themes: (1) communicative symbols teachers use are often inextricably linked with their personal politics; and (2) the present media obsession with "political correctness" (PC) offers a valuable opportunity for teachers to critically evaluate their practices and reflect on their own values, beliefs, assumptions, and ways of interpreting the world and acting in and on it. The paper examines the "political correctness" debate and offers an analytical continuum to suggest that much of this debate swings between philosophical criticism and "petty carping." Examples from the politically correct lexicon are analyzed with the researcher demonstrating much that is laudable in the PC debate, yet

Classroom Use - Instructional Materials (For Learners)
(051),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonial History (United States); *Constitutional
History; Creative Thinking; *Critical Thinking; Decision
Making; Instructional Materials; *Problem Solving; Secondary
Education; Teaching Guides; *United States History

This is one of a four-volume series intended to improve students' (grade 6-adult) critical thinking through evaluation of conflicting viewpoints of United States history. Each lesson is a self-contained problem that can be integrated at any point in a corresponding history unit. The book represents both analytical and narrative history. Unit One offers a guide to critical thinking with exercises to develop differing types of skills. Unit Two has ten lessons dealing with exploration and the colonies. Unit Three focuses nine lessons on the American Revolution. Unit Four contains 10 lessons that examine the Constitution. (EH)

ED 423 188   SO 028 935

O'Reilly, Kevin
Evaluating Viewpoints: Critical Thinking in United States History
Series, Book Two - New Republic to Civil War (1790-1865),
Student Text and Teacher's Guide.
PUB DATE- 93
NOTE- 348p.; For other books in this series, see SO 028 934, SO
028 936, and SO 028 937.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners)
(051),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); *Constitutional History;
Creative Thinking; *Critical Thinking; Decision Making;
Federalism; Instructional Materials; *Problem Solving;
Secondary Education; Teaching Guides; *United States History

This is one of a four-volume series intended to improve students' (grade 6-adult) critical thinking through evaluation of conflicting viewpoints of United States history. Each lesson is a self-contained problem that can be integrated at any point in a corresponding history unit. The book represents both analytical and narrative history. Unit One offers a guide to critical thinking with exercises to develop differing types of skills. Unit Two has nine lessons dealing with the New Republic. Unit Three focuses nine lessons on the issue of slavery. Unit Four's nine lessons examine the Civil War. (EH)

ED 423 189   SO 028 936

O'Reilly, Kevin
Evaluating Viewpoints: Critical Thinking in United States History
Series, Book Three - Reconstruction to Progressivism (1865-
1914), Student Text and Teacher's Guide.
PUB DATE- 91
NOTE- 358p.; For other books in this series, see SO 028 934, SO
028 935, and SO 028 937.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners)
(051),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

experiences that involve cooperation and community service provide opportunities for students to practice skills and behavior that become habits of responsible citizenship. The Digest concludes with a list of eight intellectual and social capital resource organizations for teachers. (JEH)

ED 423 212   SO 029 726

Goodman, Madeline; Lazer, Stephen; Mazzeo, John; Mead, Nancy; Pearlmutter, Amy
1994 NAEP U.S. History Group Assessment. Research Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Educational Research; Elementary Secondary Education; *Evaluation; Evaluation Methods; Evaluation Problems; *Group Instruction; History; *History Instruction; Program Evaluation; School Surveys
IDENTIFIERS- *National Assessment of Educational Progress

This report documents the National Assessment of Educational Progress (NAEP) special pilot study of group assessment. In 1994, NAEP administered U.S. History projects to a limited number of students. The purpose of this study was to investigate the feasibility of group assessment, and to gain practical experience in the design, development, administration, and scoring of such instruments. The report first describes the development and conduct of the study. It then discusses practical lessons learned, and makes recommendations regarding the future assessment of groups. Appendices include the testing instruments, scoring guides, and examples of student work. (Author)

ED 423 213   SO 030 679

Persky, Hilary R.; Sandene, Brent A.; Askew, Janice M.
The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress.
PUB DATE- 97
NOTE- 240p.; Written "in collaboration with Lisa Beth Allen, John Mazzeo, Claudette Morton, and Nancy Pistone."
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Art Education; *Dance Education; Grade 8; Junior High Schools; Middle Schools; Music Education; National Standards; *Theater Arts; *Visual Arts
IDENTIFIERS- *National Assessment of Educational Progress

The last several years have seen a growing resolve among educators and policymakers to assure the place of a solid arts education in U.S. schools. In 1997, the National Assessment of Educational Progress (NAEP) conducted a national assessment in the arts at grade 8. The assessment included the areas of music, theater, and visual arts. For each of these arts areas, this Report Card describes the achievement of eighth graders within the general population and in various subgroups. Taken with the information provided about instructional and institutional variables, this report gives a context for evaluating the status of students' learning in the arts. The arts assessment was designed to measure the content specifications described in the arts framework for NAEP. The

ED 423 232 SP 038 157

Arnhold, Nina; Bekker, Julia; Kersh, Natasha; McLeish, Elizabeth; Phillips, David
Education for Reconstruction. The Regeneration of Educational Capacity Following National Upheaval. Oxford Studies in Comparative Education.
SPONS. AGENCY- Overseas Development Administration, London (England).
PUB DATE- 98
NOTE- 78p.; "Series Editor: David Phillips."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anxiety; Curriculum Development; Daily Living Skills; *Economic Factors; Educational Facilities Planning; Elementary Secondary Education; Environmental Influences; Faculty Development; Foreign Countries; Higher Education; Human Resources; Inservice Teacher Education; Instructional Materials; Natural Disasters; *Political Influences; *Politics of Education; Posttraumatic Stress Disorder; Refugees; School Buildings; School Safety; Stress Variables; Teacher Attitudes; Teachers; Textbooks; War
IDENTIFIERS- Rwanda; Yugoslavia (Bosnia)

This report examines the main questions that need to be addressed by agencies concerned with processes of reconstruction in countries that have experienced crisis (e.g., war, natural disaster, and extreme political and economic upheaval). The report focuses on educational reconstruction in its various manifestations. Within each heading, the report examines a number of issues exemplified by particular countries. After explaining educational reconstruction and the organizational framework of reconstruction (at the national, local, and institutional levels), the report discusses (1) physical reconstruction (buildings, supply of electricity and water, and environmental safety and security); (2) ideological reconstruction (education for democratization and retraining of teachers); (3) psychological reconstruction (demoralization, lack of confidence, and nostalgia; stress, anxiety, and depression; and trauma); (4) provision of materials and curricular reconstruction (provision of basic equipment, teacher emergency packages, textbooks and other educational materials, and curriculum development); (5) human resources (use of additional human resources, development of new management strategies to strengthen and advance capacity-building among teachers, and inter-university teacher training programs for capacity building); and (6) population and demography (basic needs for survival, development of life and educational skills, provision of basic educational materials, development of human resources, and development of new perspectives and longer-term life skills). Two appendixes present case studies of Bosnia and Rwanda. (SM)

ED 423 233 SP 038 158

Freire, Paulo
Pedagogy of Freedom. Ethics, Democracy, and Civic Courage.
PUB DATE- 98
NOTE- 144p.; "Translated by Patrick Clarke; Foreword by Donaldo Macedo; Introduction by Stanley Aronowitz."

NOTE- 151p.; Published by Kogan Page Limited, London, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *Educational Assessment; Evaluation Methods; Foreign Countries; Grading; Higher Education; Independent Study; Objective Tests; *Performance Based Assessment; *Student Evaluation; *Test Construction; Test Use

There is increasing pressure on teachers in higher education to provide assessment systems that are fair, valid, reliable, efficient, and effective. Funding bodies, students themselves, and public opinion have higher expectations, and there is a new emphasis on competence-based systems. Growing numbers of students and financial constraints make efficient assessment even more difficult to maintain. In this book, practical guidance is offered to the problems teachers in higher education face with regard to assessment. Well over 500 tips are grouped into 10 main chapter areas, with 54 subheadings. The book is not intended to be read all at once, but is designed to be a "dip-in" resource for particular problems. The following chapters are included: (1) "Developing Strategies and Structures for Assessment"; (2) "Managing Your Assessment"; (3) "Learning through Assessment"; (4) "Assessment Quality Control"; (5) "Methods of Assessment"; (6) "Traditional Exams and Vivas"; (7) "Multiple Choice Questions and Responses"; (8) "Assessing Independent Learning"; (9) "Self, Peer, and Group Assessment"; and (10) "Assessing Competence and Transferable Skills." The book concludes with "An Assessment Manifesto." Forty-four sources are listed for further reading. (SLD)

ED 423 252 TM 028 986

McGill, Ian; Beaty, Liz
Action Learning. A Guide for Professional, Management and Educational Development. Second Edition.
PUB DATE- 95
NOTE- 274p.; Published by Kogan Page Limited, London, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Collegiality; Cooperation; *Educational Development; *Experiential Learning; Foreign Countries; *Management Development; Problem Solving; *Professional Development; *Skill Development; Teachers
IDENTIFIERS- Facilitators; Reflective Thinking

Action learning is a process of learning and reflection that happens with the support of a group of colleagues ("set") working with real problems with the intention of getting things done. This guide is for those who want to practice action learning. It can be used to introduce the concepts of action learning to others and as a manual for those who facilitate action learning. Describing the key procedures and skills required to implement action learning, this second edition stresses the importance of action learning to professionals and managers engaged in their continuing development. In higher education, it can be valuable for course developers and teachers wishing to introduce effective group-based learning.

Requesters.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Armed Forces; *Data Collection; Females; *Focus Groups; *Military Personnel; *Research Methodology; Research Reports; Sex Bias; Sex Differences; *Sex Discrimination; Sex Role
IDENTIFIERS- *Gender Issues

Several groups have examined gender-related issues affecting initial entry into training in the Department of Defense. The studies that have gotten the most attention are the Army's Senior Review Panel's report on sexual harassment, the report of the Federal Advisory Commission on Gender-Integrated Training and Related Issues, and the report of the Defense Advisory Committee on Women in the Services. Because the groups produced somewhat different results, this study was conducted to: (1) describe how they conducted their studies; (2) determine how well the work supported making conclusions and recommendations; (3) assess the availability of documentation supporting the report; and (4) determine the extent to which the final report described the study methodology and disclosed limitations. Each of the studies used focus groups as the primary data gathering method or in conjunction with other data collection means. For this reason, the principles of focus group methodology set forth in social sciences literature were considered. The Army's Senior Review Panel's study most closely followed the methodology for conducting focus groups recommended in the literature. In addition, the use of multiple methods of data gathering, including site visits, interviews, and surveys of 22,952 individuals and the publication of this data provided ample support for making conclusions and recommendations. The Federal Advisory Committee on Gender-Integrated Training used focus groups, but did not systematically collect the same information from all groups, document the information generated, or explain how what was heard in focus groups and interviews led to their conclusions. The extent to which the Committee's work supports its conclusions cannot be determined. The Defense Advisory Committee on Women in the Services used focus groups that were sometimes too large, or too brief for meaningful participation, and they did not document the results on a group-by-group basis. This Committee summarized the opinion and perception data, but did not make recommendations or draw conclusions. One appendix discusses focus group methodology, and the other gives a summary of each of the three reports. (SLD)

ED 423 270 TM 029 075

Arter, Judy
Teaching about Performance Assessment.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; Educational Assessment; Elementary Secondary Education; Grading; *Instructional Effectiveness;

standards for quantitative research (objectivity, reliability, and lack of bias) are problematic for qualitative research, rationality, rigor, and fairness can still be sought. Researchers are beginning to understand that quantitative and qualitative research can be complementary. Social science research is leaning toward acceptance of a mixed methodology that uses quantitative and qualitative techniques. (Contains 14 references.) (SLD)

ED 423 286 TM 029 091

Huff, JudyAnn B.
Assessment in Science: An Examination of Multiple-Choice and Performance Science Assessments for a Second Grade Classroom.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; Grade 2; *Multiple Choice Tests; *Performance Based Assessment; Primary Education; *Science Tests; *Standards; Test Construction; *Test Format; Test Use
IDENTIFIERS- Virginia

This study explored the use of multiple-choice item formats and performance formats for assessment of learning science at the second grade level. It was completed during a 2-week unit entitled "Living Systems" that addressed Virginia Standards of Learning for second grade science. A 7-day unit was designed and both multiple-choice and performance tests were written to assess knowledge and achievement of objectives on days 1, 3, 5, and 7. Subjects were 16 students from a second grade in a rural school, although the number of students tested varied due to school absences. Both test formats included higher order thinking questions. The range of scores for both formats was similar. However, several disadvantages to performance tests were discovered, mostly related to time and efficiency of testing. Further study is suggested to overcome these disadvantages. Until these are overcome, the multiple-choice format should be the preferred method of testing. Appendixes contain the lesson plans, the unit tests, and a table and four figures of research data. (Contains 28 references.) (Author/SLD)

ED 423 287 TM 029 094

Yildirim, Ali; Somuncuoglu, Yesim
Relationship between Achievement Goal Orientations and Use of Learning Strategies.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; Educational Psychology; Foreign Countries; *Goal Orientation; Higher Education; *Learning Strategies; Metacognition; Tables (Data); *Undergraduate Students
IDENTIFIERS- *Mastery Orientation

This study aims to identify students' achievement goal orientations, learning strategies they use and the relationship between goal orientations and learning strategies. The sample

Secondary Education; *Enrollment; Enrollment Trends; *Public Schools; *State Boards of Education; Tables (Data); Trend Analysis
IDENTIFIERS- *Variance (Statistical)

The tables in this compilation make it possible to compare public school enrollment by state and school enrollment variances by county. Tables on school enrollment by state list: (1) a 1-year comparison of total state enrollments for 1996-97 versus 1997-98 in alphabetical order; (2) a 1-year comparison of total state enrollments for 1996-97 versus 1997-98 in descending order by variance; (3) a 1-year comparison of total state enrollments for 1996-97 versus 1997-98 in descending order by percent variance; (4) a 5-year comparison of total state enrollments for 1992-93 versus 1997-98 in alphabetical order; (5) a 5-year comparison of total state enrollments for 1992-93 versus 1997-98 in descending order by variance; and (6) a 5-year comparison of total state enrollments for 1992-93 versus 1997-98 in descending order by percent variance. The section on school enrollment variances by county contains 1-year comparisons of variances (1,000 students or more and 5,000 students or more) for 1996-97 versus 1997-98 in descending order by variance and in descending order by variance within each state. The same information is displayed for 5-year comparisons for 1992-93 and 1997-98. (Contains 10 tables.) (SLD)

ED 423 306 TM 029 114

Stansfield, Charles W.; Kahl, Stuart R.
Lessons Learned from a Tryout of Spanish and English Versions of a State Assessment.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; English; *Field Tests; High School Students; Hispanic Americans; Secondary School Teachers; *Spanish; State Legislation; *Test Construction; Test Format; Test Items; Testing Programs; Translation
IDENTIFIERS- *Massachusetts Comprehensive Assessment System; Reform Efforts

The Massachusetts Comprehensive Assessment System (MCAS) is the new Massachusetts state assessment program that is being implemented in response to state education reform legislation. The paper describes the early efforts of the state Department of Education (MDOE), its prime contractor for development of the MCAS (Advanced Systems in Measurement and Evaluation (ASME)), and its subcontractor (Second Language Testing, Inc. (SLTI)) in developing the Spanish language version of the MCAS. The paper documents the procedures followed, examines the data collected, and reports informally on what has been learned from the experience. To begin with, since the examinees came from different Hispanic backgrounds, it was decided to use standard Spanish in the examination with certain dialectical variants of words as a gloss in brackets as needed. The items in the 1997 Spanish tryout were distributed across many English forms, so that no one English form corresponded to the Spanish form. After translation of the selected items, an iterative procedure on training and encouraging students, parents, and teachers to use positive peer support to promote intergroup understanding. At the elementary school level, the Council's approach focuses on parent and teacher participation in planning and on parent and teacher education. In the middle schools, the Council works with parents, teachers, and school administrators. At the high school level, a student-centered program is presented, focusing on positive peer pressure, and continuing work with parents and teachers. Overall components include leadership team consultations, a task force for needs assessment, student inter-ethnic retreats, staff inservice programs, and schoolwide projects. Supportive projects in the schools include: (1) "Walk in My Shoes," student symposiums; (2) "Stop in Your Tracks," a video series presenting alternatives to violence; (3) the Building Bridges award for efforts at promoting safe schools that are respectful of diversity; (4) a Hate Crime Network for shared information and resources; (5) the Summer Youth Leadership Institute for students; (6) the School Inter-Ethnic Relations Round Table for student and teacher networking; and (7) a Parent Leadership Institute. (SLD)

ED 423 323   UD 032 523

Lipkin, Arthur
Resources for Education and Counseling Faculty. Project for the Integration of Gay & Lesbian Youth Issues in School Personnel Certification Programs.
PUB DATE- 96
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling; Elementary Secondary Education; *Equal Education; Faculty Development; Higher Education; Homophobia; *Homosexuality; *Instructional Materials; *Nondiscriminatory Education; *Student Rights; Teacher Certification
IDENTIFIERS- *Massachusetts

A series of professional development workshops for the faculty of personnel certification programs was prepared at the request of the Massachusetts Department of Education. The new equity standards in teacher and administrator certification in Massachusetts call for instruction in gay and lesbian issues. This resource manual presents materials to be used in these workshops or in other professional development related to gay and lesbian student issues. The following are included: (1) excerpt from the "Massachusetts Teacher Certification Regulations"; (2) the Massachusetts Student Rights Law (Chapter 76, Section 5); (3) descriptions of six university programs or courses, from Amherst and Harvard Universities (Massachusetts) and the University of California, Berkeley, used to develop awareness of student diversity and the rights of gay and lesbian students; (4) excerpt from "Alone No More; Developing a School Support System for Gay, Lesbian and Bisexual Youth" (Minnesota Department of Education); (5) excerpt from "A Staff Development Manual for Anti-Homophobia Education" (Arthur Lipkin); (6) excerpt from the Massachusetts Department of Education Curriculum Frameworks; (7) "Raising Gay/Lesbian Issues in the Classroom (Arthur Lipkin); and (8) three role plays for use with students. A bibliography of 7 films and videos and 56 printed works is included. (SLD) appears that the local school councils mandated by Children Achieving and the initiative's small learning communities have potential for strengthening school decision making, but they are not yet doing so. Administrative leadership was not yet prepared to facilitate shared decision making, and teachers did not perceive that local school councils would benefit instruction or student achievement. Recommendations address many issues related to accountability and implementation of the initiative. (Contains 19 tables and 10 references.) (SLD)

ED 423 340 UD 032 545

Simon, Elaine; Foley, Ellen; Passantino, Claire
Making Sense of Standards: Implementation Issues and the Impact on Teaching Practice. Children Achieving: Philadelphia's Education Reform. Progress Report Series 1996-1997.
SPONS. AGENCY- Children Achieving Challenge, Philadelphia, PA.
PUB DATE- 98
NOTE- 67p.; For related reports, see UD 032 544-548.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Change; Elementary Secondary Education; Professional Development; *Program Implementation; *Standards; Tables (Data); Teaching Methods; *Urban Education; Urban Schools
IDENTIFIERS- *Philadelphia School District PA; Reform Efforts

The focus of this report is the way standards are influencing instruction in Philadelphia classrooms and how the various parts of the system are working together to support standards-driven instruction at the classroom level. The 1996-97 school year was still an early one in the implementation of standards-based instruction in Philadelphia. The school district's Teaching and Learning Network staffs had just been hired, or were not even hired until January 1997. Workshops were offered for teachers, but they were not enough to support a full and even implementation of standards-based instruction. Written materials in support of standards-based instruction became available in January 1997, and the school district's Office of Best Practice was without leadership in the school year. At the district's central office there was a good deal of debate about what kind of support was appropriate and necessary. This debate reflected unresolved tensions within the initiative's theory of action and within the standards movement itself. At the same time, the district moved forward with its new accountability system, sending a clear message that schools would be judged on the basis of whether student scores improved. Most teachers were highly motivated to ensure that they would. Consequently, standards as accountability drove much of the instructional activity. While the central office and the school district partners debated their roles under standards-based instruction, some other initiatives and programs influenced instruction in Philadelphia classrooms. Recommendations are given to help define and implement the standards-based instruction process. None, however, provided detailed guidance for implementing standards-based instruction. (Contains nine tables and four charts.) (SLD)

ED 423 341 UD 032 546

Foley, Ellen
Restructuring Student Support Services: Redefining the Role of the School District. Children Achieving: Philadelphia's Education Reform. Progress Report Series 1996-1997.

core course in a private university (Dowling College, New York). The focus of the course is the use of information technology from the perspective of management. In an effort to keep the course material as current as possible, the use of a textbook was eliminated and was replaced with a number of different assignments. The assignments require the students to become active learners instead of passively listening to lectures. The major assignment in the course is the Technology Watch; the purpose of this assignment is to learn how to investigate, evaluate, implement, and manage new information technologies and to understand their potential effects on business organizations. Other assignments focus on PC selection, the Internet, and software tools. In addition, students keep a learning and evaluation log. The course is continually evolving based on student feedback and emerging technologies. (Contains 11 references.) (AEF)

ED 422 919 IR 057 077

Kanabar, Vijay; Gorgone, John T.
Status of Master's Degree Programs in Information Systems.
PUB DATE- 97
NOTE- 8p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Graduate Study; Higher Education; *Information Science Education; *Information Systems; Information Technology; Masters Degrees; *Masters Programs; Models; Program Development

This paper describes the status of master's degree programs in information systems. An abstracted graduate model curriculum is also presented. Degree programs and course titles from more than 50 graduate information systems programs of universities and colleges were evaluated before a preliminary model was suggested. The model will be useful for academic executives and practitioners of information systems interested in benchmarking MS (Master's of Science) programs in colleges and universities, and for academic heads interested in introducing a new information systems program. Information systems faculty introducing new courses will also find the model useful. (Author)

ED 422 920 IR 057 078

Chen, Lei-da
A Study on Training, Technical Support, Control and Their Effect on EUC Success.
PUB DATE- 97
NOTE- 8p.; In: Proceedings of the annual International Academy for Information Management Conference (12th, Atlanta, Georgia, December 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Information Centers; *Information Services; Organizational Change; Organizational Development; Surveys; Tables (Data); Training; Use Studies; User Needs (Information); *User Satisfaction (Information)

Educational Objectives; Student Surveys; Tables (Data); Teaching Methods
IDENTIFIERS- Computer Use; *Student Expectations; United States (Southeast)

This study evaluated the computer skills and learning expectations of students in an introductory course at a regional university in the southeastern United States. A survey was administered to 595 students enrolled in sections of the Introduction to Computer Information Systems (CIS) course. The survey instrument charted such things as major and academic standing, focusing primarily on two issues--knowledge the students hoped to gain from the class and existing computer knowledge that students brought with them into the class. In addition to the survey results, 30 course catalogs from other institutions around the region were examined in order to discover what their course content included for the first computer course, whether it was identified as Introductory Computer Applications, Introductory Management Information Systems (MIS), or an equivalent class. Results indicate that more students are coming to college with computer skills, and therefore educators should move away from teaching some of those identical skills in college. In regards to different courses for business students and non-business students, this does not appear to be a trend in most institutions, but it is an option, particularly for schools where a majority of the students enrolled in the class are not business majors. (AEF)

ED 422 941 IR 057 099

Kleen, Betty A.; Shell, L. Wayne; Wells-Roger, Craig A.
Planning for Academic Computing Laboratories: Haves, Have Nots, and Student Uses of Information Technology.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Centers; Computer Software; Educational Planning; Higher Education; Information Technology; Microcomputers; Ownership; Student Surveys; Use Studies
IDENTIFIERS- *Access to Technology; *Computer Ownership; Computer Use; Home Computers; Nicholls State University LA

The researchers investigated the intensity of computer lab use by a broad representation of students at their university. The purpose was to ascertain adequacy of computer laboratory hardware, software, and hours of access. Additionally, the researchers needed to answer a social policy question, and wished to determine who was making most use of the labs--students who already owned personal computers, or those who did not. Results suggest some inadequacy of number of computers and of operating hours. The results also suggest that owners and non-owners used the labs with equal intensity. Nicholls State University (Louisiana) has used this research in improving instructional technology on campus. (Author/AEF)

ED 422 942 IR 057 100

Vijayaraman, Bindiganavale S.; Osyk, Barbara
A Survey of Neural Network Publications.
PUB DATE- 97

reproducible activity pages that extend learning across the curriculum. All activities are coded by grade level (K-1, 1-2, 2-3). Includes index. (AEF)

ED 422 961 IR 057 163

Leonard, Phyllis B.
CUES: Choose, Use, Enjoy, Share: A Model for Educational Enrichment through the School Library Media Center. Library and Information Problem-Solving Skills Series. Second Edition.
PUB DATE- 98
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Cooperative Learning; Course Integrated Library Instruction; Elementary Education; Interaction; Learning Activities; Librarian Teacher Cooperation; Library Role; Reading Interests; *Reading Motivation; Skill Development; Teaching Models

School library media specialists play a special role in the education of gifted students, particularly in the use of literature across the curriculum. The CUES program, developed for gifted students, actively promotes the reading/curriculum connection, thus providing an invaluable model for all educators. Calling for structured interaction between students and books, the book describes ways in which teachers and media specialists can collaborate to create a library media-centered program that develops the talents of all K-6 students. The ultimate goal is to encourage reading while building skills in comprehension, questioning, and thinking. Content and skills are not separate, but interwoven, as students "choose, use, enjoy, and share" what they experience. Twelve chapters contain models, groupings, strategies for differentiation, and materials are suggested in a grade-appropriate scope and sequence. Sample lessons demonstrate the excitement that occurs when students discover connections between their own ideas and the ideas found in books. (AEF)

ED 422 962 IR 057 164

A Different Approach to the Evaluation of Research Libraries. Research Brief No. 6.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Benchmarking; Data Analysis; Evaluation Criteria; Evaluation Methods; Higher Education; *Library Development; *Library Services; Program Effectiveness; *Program Evaluation; Reference Services; *Research Libraries
IDENTIFIERS- Association of Research Libraries; *Rutgers the State University NJ

In 1996, the Council on Library and Information Resources (CLIR) supported a project at Rutgers University that applied new economic theories to measuring how well research libraries fulfill their service roles. This summary draws on the original proposal and the final report from the project's directors. The evaluation of library performance is problematic, in part because the principal products of a library are services that lead to an intangible result: the acquisition of knowledge. The

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication (Thought Transfer); Conferences; Cooperative Programs; Financial Support; *Information Technology; Research; Social Influences; *Technological Advancement
IDENTIFIERS- National Science Foundation

The relationship between research on information technologies and efforts to meet societal needs is the underlying theme of this summary document, which synthesizes the proceedings of the Leadership Colloquium on Knowledge and Distributed Intelligence (KDI). The Colloquium (which comprised one meeting in September and one meeting in December 1997) brought together representatives from the National Science Foundation and a variety of private foundations so they could discuss their current activities and share insights, concerns, and ideas. The body of this document is divided into seven sections: (1) "Information Technology and Advancing the Public Interest"; (2) "What is KDI?"; (3) "Funding Priorities and Approaches"; (4) "Benefits and Risks of Cooperation"; (5) "Mechanisms for Communication, Coordination, and Collaboration"; (6) "Possible Topic Areas for Cooperation"; and (7) "Cultural Concerns." Appendices contain: an agenda and list of participants (September 25-26 and December 12, 1997 meetings), National Science Foundation (NSF) research activities related to KDI, NSF proposal solicitation, a profile of the NSF, private foundation profiles, and sources of additional information. (AEF)

ED 422 982 IR 057 185

Rosenfeld, Louis; Morville, Peter
Information Architecture for the World Wide Web.
PUB DATE- 98
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Computer Interfaces; *Computer System Design; *Design Preferences; Designers; Internet; Navigation (Information Systems); Online Searching; Systems Development; User Needs (Information); *World Wide Web
IDENTIFIERS- Computer Architecture; *Web Sites

This book provides effective approaches for designers, information architects, and web site managers who are faced with sites that are becoming difficult to use and maintain. The book is divided into 10 sections. Chapter 1: "What Makes a Web Site Work" considers site users needs when designing the architecture; Chapter 2: "Introduction to Information Architecture" provides context for the field and describes the information architect's role; Chapter 3: "Organizing Information" describes options for building organization structures and organization schemes that meet the needs of various audiences; Chapter 4: "Designing Navigation Systems" gives choices to make a web site browsable; Chapter 5: "Labeling Systems" presents approaches to determining and creating effective and descriptive content labels that site users will understand; Chapter 6: "Searching Systems" sheds insight into how people search and describes indexing and search interface improvements that result in better searching performance; Chapter 7: "Research" focuses on learning about the site's mission and vision, budget, timeline, audiences, content, and functionality; Chapter 8: "Conceptual Design"

Becoming a Learning College: The Building Blocks of Change.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Community Colleges; Cultural Influences; *Educational Change; Educational Innovation; *Educational Strategies; *Instructional Effectiveness; *Learning; Program Implementation; Teacher Student Relationship; Teaching Methods; Two Year Colleges
IDENTIFIERS- Michigan Community College Association; Michigan State University

The concept presented in this document offers an alternative to the traditional structure and ideology of the community college. The "learning college" is based on the assumption that learning experiences are designed to meet the needs and convenience of students rather than those of the institution, its faculty, and staff. Six key principles of the learning college include: (1) creating change in individual learners; (2) allowing learners assuming primary responsibility for their choices; (3) providing multiple options for learning; (4) creating collaborative learning activities; (5) defining roles of learning facilitators; and (6) developing facilitator skills to improve the learning experience. From these principles cross-institutional groups, composed of trustees, presidents, and staff, should consider what needs must be addressed by community colleges in Michigan if they are to become learning colleges. Seven organizational change ideas resulted from a wide-ranging discussion of this type, with the determination being that if a learning college is to exist, there must be: (1) a culture of change; (2) trustee commitment and involvement in the change process; (3) employee commitment and support; (4) a definition of the learning expected, with articulated outcomes; (5) appropriate curricular and delivery methods; (6) collaboration with diverse groups; and (7) a revised organizational structure. The implementation ideas presented in this monograph are offered as a beginning, with a clear assertion that becoming a learning college is indeed a process. (AS)

ED 423 004 JC 980 399

Career Placement and Graduate Transfer Report, 1997.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Choice; *College Graduates; *College Transfer Students; Community Colleges; Full Time Students; *Graduate Surveys; Higher Education; *Job Placement; Majors (Students); *Outcomes of Education; *Salaries; Tables (Data); Two Year Colleges; Vocational Followup
IDENTIFIERS- *Community College of Rhode Island

This report provides data on career and transfer outcomes of 1997 graduates from the Community College of Rhode Island (CCRI). A brief preface explains that surveys were distributed to 1,551 graduates from 1997, with a total response rate of 84.8 percent (n=1,315). Results from the survey indicate that, with small exception, 1997 graduates are employed and/or continuing their and not-for-profit operation. The video next notes that high quality child care is a unique endeavor in that it benefits several groups at the same time: children, families, women, employers, communities, and society at large. The benefits specific to each of these groups are then detailed. The video concludes by noting that high quality programs are exceptions rather than the rule, and advocates Canadian public policy to invest in high quality program standards. (HTH)

ED 423 023 PS 026 068

Head Lice to Dead Lice: Safe Solutions for Frantic Families. A New Treatment Program To Address Persistent Head Lice Infestations. Videotape .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Child Health; Children; Communicable Diseases; Hygiene; *Medical Services; Parent Role; *Prevention; Public Health
IDENTIFIERS- *Head Lice

Head lice affect over 10 million Americans each year. Noting that head lice are becoming resistant to conventional pediculicide (insecticide) treatments, this video combines live action and animation to education parents, children, and health professionals about the use of olive oil for successfully preventing and getting rid of head lice. The 15-minute video first describes the nature and life cycle of lice. It then details a five-step plan: (1) use a pediculicide shampoo; (2) leave olive oil on hair for 8 hours to smother any remaining lice and ease nit removal; (3) clean environment by soaking combs and brushes, vacuuming furniture, and laundering clothes and bedding; (4) comb out nits, then shampoo; and (5) check for nits on dry hair, then repeat oil treatment every 4 days for next 3 weeks. The video concludes by urging parents who find head lice on their children not to be embarrassed but to pass the word along to help stop infestation. (HTH)

ED 423 024 PS 026 619

Lino, Mark
Expenditures on Children by Families: 1997 Annual Report.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Consumer Economics; Family Characteristics; *Family Income; *Family (Sociological Unit); Financial Needs
IDENTIFIERS- *Child Care Costs; Cost of Living; Department of Agriculture

Since 1960, the U.S. Department of Agriculture has provided estimates of expenditures on children from birth through age 17. This technical report presents the most recent estimates for husband-wife and single-parent families, using data from the 1990-92 Consumer Expenditure Survey, updated to 1997 dollars using the Consumer Price Index. Data and methods used in calculating annual child-rearing expenses are detailed. Estimates are provided for major components of the budget by age of child, family income, and region of residence. For the overall United States, child-rearing expense estimates ranged

Early Relationship Quality from Home to School: A Longitudinal Study.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Head Start National Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Caregiver Child Relationship; Family Relationship; Low Income Groups; Mothers; *Parent Child Relationship; *Peer Relationship; Primary Education; Racial Differences; Sex Differences; *Sibling Relationship; Socioeconomic Status; *Teacher Student Relationship
IDENTIFIERS- Mediating Factors; *Relationship Quality; Security Classifications; Security of Attachment

This study examined family-based relationships as predictors of social functioning in primary school and the possible protective role of family-based relationships for children at risk for school problems. Longitudinal data gathered on 158 children were used to examine the unique contributions of mother-child attachment classification at ages 1 and 2 years, the child's relationship with another adult caregiver, and closeness to a sibling. Also examined was the child's status in the family relative to siblings between ages 3 and 4 years, and relative to teacher reports of their own relationship to the child and the child's social skills and peer relations. Teacher report data were collected in kindergarten, first, or second grade. Findings indicated that quality of different family relationships provided relatively independent and complementary information about early social functioning in school, with more limited evidence for compensatory or protective processes at work. Boys were rated by teachers as having a less positive or more negative relationship with them and being less socially skilled than girls in all three grades. Minority race children were rated more negatively by teachers in first and second grade; as being less cooperative with peers by teachers in first grade, and as being less self-controlled by teachers in second grade. The only consistent evidence for the role of relationships as protective factors against social or demographic risk was for boys. Having a sibling who appeared to be a problem child to the mother and having a more positive relationship with an alternative caregiver at preschool predicted better social functioning in school for boys. (Contains 59 references.) (Author/KB)

ED 423 042 PS 026 791

Ceglowski, Deborah
Inside a Head Start Center: Developing Policies from Practice.
PUB DATE- 98
NOTE- 182p.; Foreword by Daniel J. Walsh.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Administrative Policy; Case Studies; Educational Policy; Policy Analysis; *Policy Formation; Preschool Education; *Program Administration; Program Implementation; School Policy; Standards
IDENTIFIERS- *Project Head Start

This book details a study of policy from the perspective of Head Start staff and is written from the perspective of how staff adapted and interpreted program policies. Part 1 of the book perceptual development. A discussion of origins and concepts of the habituation and recovery method is appended. Contains nearly 800 references. (HTH)

ED 423 059 PS 026 897

Eicker, Martha, Ed.
Guidelines for the Education of Multiple Birth Children.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Needs; *Educational Objectives; *Educational Policy; Sibling Relationship; *Siblings; *Student Needs; *Twins
IDENTIFIERS- *Multiple Birth Family

As a national support organization for parents of twins and higher order multiples, the National Organization of Mothers of Twins Clubs, Inc. (NOMOTC) has as its purpose the education of parents, teachers and other individuals having direct responsibility and interest in the special aspects of child development which relate to multiple birth children. This paper presents guidelines prepared by NOMOTC which will enable educators and school support staffs to understand the special social and psychological factors affecting multiple birth children and their families. The guidelines cover areas of classroom environment, child placement, instructional consistency, child exceptionality, and staff development. The guidelines are intended for use at all levels of education and provide a broad framework within which educators may begin to discuss this topic. (JPB)

ED 423 060 PS 026 898

First Steps in School: An Examination of Grade 1 in Texas Public Schools. Technical Report. Statewide Texas Educational Progress Study Report No. 4A.
PUB DATE- 97
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Methods; Educational Practices; Educational Principles; *Elementary School Students; *Elementary School Teachers; *Grade 1; Learning Centers (Classroom); Primary Education; Public Schools; School Readiness; Student Characteristics; *Teacher Attitudes; Teacher Effectiveness; Teacher Student Ratio
IDENTIFIERS- Texas

This study examined five broad research areas related to first grade in Texas public schools: (1) characteristics of first graders; (2) teachers' views of children's readiness, behavior, and academic growth; (3) programs and practices used in schools and classrooms; (4) the relation of student progress in Grade 1 to student characteristics, teacher perceptions, and reported programs and practices; and (5) long term indicators of performance related to Grade 1 students' characteristics, teacher perceptions, and reported programs and practices. Surveys were completed by 466 teachers in 99 elementary schools about their instructional practices and about each of the students (about 9,500 students across all teachers). Findings indicated that over one-half of students were ethnic minorities

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Enrollment; Individual Development; *Kindergarten; Kindergarten Children; Learning Readiness; Males; Primary Education; *School Entrance Age; *School Readiness; Student Adjustment; Student Placement
IDENTIFIERS- *Academic Redshirting; ERIC Digests; *Season of Birth; Summer

Educators commonly recommend that children born during the summer months, especially boys, be given an extra year to mature before entering kindergarten so that they will not suffer from the academic disadvantages of being among the youngest children in a class. Terms such as "academic red-shirting" and "graying of the kindergarten" have been invented to describe the practice and effects of holding children back from kindergarten. This Digest asserts that research cited in support of delayed entrance, however, is meager and somewhat contradictory. Results of a study comparing a group of summer-born children who delayed school entrance to a group who entered kindergarten on time (matched for intelligence) indicated that boys with summer birth dates tended to be advantaged academically by postponing entrance; the advantage was greatest in reading. The Digest asserts that such small-scale studies need to be replicated before educators can make informed recommendations about optimum kindergarten entrance age. The Digest notes that affluent parents tend to hold out their summer-born children more often than do low socioeconomic status parents, causing children at academic risk from poverty factors to face the additional hurdle of being compared to advantaged children who are 12 to 15 months older. The Digest concludes by noting that academic achievement is only one piece of the school entrance age puzzle, and that blanket recommendations to hold back one group of children only serve to change who will be part of the youngest group. The Digest recommends that educators and parents consider the individual child when making entrance age decisions. (EV)

ED 423 080 PS 026 957

Collins, Ann; Carlson, Barbara
Child Care by Kith and Kin: Supporting Family, Friends, and Neighbors Caring for Children. Children and Welfare Reform Issue Brief 5.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Child Caregivers; Early Childhood Education; *Family Day Care; Low Income Groups; Program Descriptions; Public Policy
IDENTIFIERS- Child Care Needs; Day Care Licensing; Day Care Quality; Day Care Regulations; Welfare Reform

Changes being implemented in welfare policies and programs as a result of the Personal Responsibility and Work Opportunity through college to graduation are complicated for migrant students by frequent moves, poverty, gaps in previous schooling, and language barriers. Other obstacles include recent antiaffirmative action laws, inadequate immigration documentation, and the pressures of family financial need. Migrant postsecondary participation is encouraged by high school and college counseling, access to financial aid, and the support of parents and educators. Programs promoting college preparation for migrant students include secondary school mentoring and advocacy programs, correspondence courses, programs providing academic support and college motivation, high school equivalency programs, and summer college residential programs. Colleges that emphasize multiculturalism or that serve large Hispanic enrollments promote college completion through peer support, culturally relevant courses, first- and second-language instruction, academic support, and work options. When selecting a college, migrant students should consider campus atmosphere and support systems, as well as various financial aspects. (Contains 14 references.) (SV)

ED 423 098 RC 021 651

Alcorn, William; Levin, Benjamin
Post-Secondary Education for Indigenous Populations.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 27p.; Paper presented at the International Congress on Social Welfare (Jerusalem, Israel, July 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Canada Natives; *College Programs; College Students; *Educational Practices; Financial Support; Foreign Countries; Higher Education; Indigenous Populations; *Nontraditional Students; Outcomes of Education; Program Effectiveness; Retrenchment; Student Needs
IDENTIFIERS- *Manitoba; *Student Support Services

Indigenous populations throughout the world have been deprived of opportunities for advanced education, thus limiting their ability to participate fully in their societies. For 25 years, "Access programs" in Manitoba (Canada) have promoted high postsecondary success rates among people, largely from indigenous populations, with poor histories of educational success. Each Access program provides education for a selected group of previously excluded learners, leading to a specific diploma or degree granted by a Manitoba university or community college. Access programs go beyond equality of access to provide "equality of condition" through student support services. Principles and practices that have proven effective in maintaining success rates are described for the areas of student recruitment, the selection process, integration of student supports, financial support, academic support and remediation, and personal supports. Despite evaluations confirming the effectiveness of the programs, federal and provincial funding has declined considerably since the late 1980s. In addition to a graduation rate of 40 percent (compared to 5 percent for Aboriginal students nationwide), Access programs have contributed to Aboriginal community development and the transition of Aboriginal students to graduate programs. Recent developments in Aboriginal higher education include cooperative arrangements with First Nations, development of

Towers); (19) "Scarborough Review of Grade 12 Mathematics" (Lynda Colgan, Peter Harrison and Clara Ho); and (20) "Teaching of Graph Theory for High School and College" (Abraham Bar-Shlomo Turgman). (ASK)

ED 423 117 SE 061 665

Splash! Water Resource Education.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation Education; Educational Resources; *Environmental Education; Group Activities; Hands on Science; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; *Natural Resources; Science Education; Social Studies; *Units of Study; *Water; Wetlands
IDENTIFIERS- *Florida

This set of activities is designed to bring water resource education into the middle school classroom using an interdisciplinary approach. The packet contains timely, localized information about the water resources of west central Florida. Each activity is aligned to middle-school Sunshine State Standards. These hands-on, minds-on activities can be used alone or together as a ready-made team project. Each activity includes introductory information, learning goals, subject disciplines covered, and standards met along with necessary materials and activity descriptions. Many also have activity extensions. Students design a new Florida town that balances economic and environmental consequences, build models of wetlands and the hydrologic cycle, write stories tracing the journey of a water drop through the hydrologic cycle, and design landscapes using drought-tolerant plants and principles. A special packet of fact sheets on Florida's endangered species and their wetland habitat includes a memory game. Other activities address water needed for growing food, home water use, water preservation in Florida, and desalination plants. Individual fact sheets offer water-conservation tips and discuss the history of Florida wetlands. Addresses on the World Wide Web that provide water data, educational activities, and links to additional water Web sites are also included. (PVD)

ED 423 118 SE 061 690

Steinbring, Heinz, Ed.; Bussi, Maria G. Bartolini, Ed.; Sierpinska, Anna, Ed.
Language and Communication in the Mathematics Classroom.
PUB DATE- 98
NOTE- 356p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Classroom Communication; *Educational Theories; Elementary Secondary Education; *Interpersonal Communication; *Mathematics Education; *Social Influences

The way in which teachers communicate with their students partly determines what they communicate. This book addresses the communication issue by building on a series of papers whose first versions were presented in 1992 at the Sixth International Congress of Mathematics Education in Quebec. Papers include: (1) "Crossing the Gulf between Thought and Symbol: Language as (Slippery) Stepping-Stones" (Susan E.B.

Discover Your Brain: Memory. Acquiring, Editing, Recalling, Forgetting.
PUB DATE- 98
NOTE- 51p.; Poster and audiotape components not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attention; *Biology; *Cognitive Processes; Cognitive Psychology; Elementary Secondary Education; *Learning Theories; *Memory; *Metacognition; Problem Solving; Science Activities; Science Curriculum

This guide presents current scientific research on the process of human learning and stresses the importance of metacognition. Focus is placed on memory and learning with analogies to photography being employed to aid understanding. This guide also includes background information on human memory; a poster; instructions for the four short term memory activities, three emotion and memory activities, eight long term memory activities, three skill memory activities, and two memory games; handouts; and overhead masters. (DDR)

ED 423 140 SE 061 785

Zady, Madelon F.; Portes, Pedro R.; Castillo, Kent Del
Parent-Child Interaction in Science Problem Solving: Facilitating Semiotic Uptake.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Discourse Analysis; Elementary Education; *Parent Child Relationship; *Parents As Teachers; *Problem Solving; Science Activities; *Science Education; *Semiotics

This paper reports on a study that consists of the analysis of the discourse of mother-child dyads (N=32) as they interacted during the performance of three science activities that increased in difficulty. Partial dialogues of three high achieving dyads during the solution of the task are presented and examined for evidence of semiotic uptake. The Zones of Proximinal Development (ZPD) of both the mother and the child are exposed in the action sequences as they construct a solution to the problem. The study provides a way to capture the mediational tools inherent in social speech which, when made available in a timely fashion, seem to invite the child's own transformation or appropriation. (Contains 25 references.) (DDR)

ED 423 141 SE 061 786

Froman, Robin D.; Owen, Steven V.; Del Rio-Parent, Lourdes
A Health Newsletter To Teach Science Knowledge: BioRAP!
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

suggesting a philosophical and educational void in some areas of that same debate. The study focuses on particular implications of the debate for self-reflective teaching practice as a means for evaluation and improvement of teaching. (EH)

ED 423 163 SO 028 492

Carnes, Virginia
Independent Schools - Independent Thinking - Independent Art: Testing Assumptions.
SPONS. AGENCY- Columbia Univ., New York, NY. Esther A. and Joseph Klingenstein Center for Independent School Education.
PUB DATE- 96
NOTE- 87p.; This report results from the 1996 Klingenstein Fellows Program at Teachers College Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Art; *Art Education; Discipline Based Art Education; Elementary Secondary Education; *Private Schools; Program Evaluation; Standards; Student Evaluation; *Visual Arts

This study consists of a review of selected educational reform issues from the past 10 years that deal with changing attitudes towards art and art instruction in the context of independent private sector schools. The major focus of the study is in visual arts and examines various programs and initiatives with an art focus. Programs include discipline based art education, advanced placement studio art portfolio, international baccalaureate art and design, arts PROPEL, national standards, interdisciplinary approaches, and the National Art Education Association. A review of literature and an annotated bibliography accompany the study. Data gathering included a mail survey and telephone interviews for additional information on the survey questions. Additional research is proposed to widen the understanding of independent school art programs. (EH)

ED 423 164 SO 028 503

King, Margaret J.
Instruction and Delight: Some Observations for Museums.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Centers; *History Instruction; *Imagination; *Material Culture; *Museums; *Popular Culture; Realia; Resource Centers
IDENTIFIERS- *Disney (Walt)

This paper assesses the work of artist-creator Walt Disney as a model for museum educators to draw the public into its work. Disney Land and Disney World are viewed as monuments of U.S. life and imagination, a living museum that attracts 40 million U.S. visitors per year. The paper describes what should be a partnership among the image-making, story-telling, and space-making of the entertainment theme park, and the curatorship, analysis, and scholarship of museums. These components could come together for the "instruction and delight" equation of learning. The paper cites strengths and weaknesses of various exhibits and museums to make the point that museums are often mired in the printed word. The researcher challenges museums to take pointers from the "imagineering" of Disney and others who

DESCRIPTORS- Change; Creative Thinking; *Critical Thinking; Decision Making; Instructional Materials; *Problem Solving; *Reconstruction Era; Secondary Education; *Social Change; Teaching Guides; *United States History
IDENTIFIERS- Progressivism

This is one of a four-volume series intended to improve students' (grade 6-adult) critical thinking through evaluation of conflicting viewpoints of United States history. Each lesson is a self-contained problem that can be integrated at any point in a corresponding history unit. The book represents both analytical and narrative history. Unit One offers a guide to critical thinking with exercises to develop differing types of skills. Unit Two has nine lessons dealing with the Reconstruction. Unit Three focuses nine lessons on industrialization and the response to it. Unit Four contains nine lessons that examine workers, immigrants, and farmers in the late 1800s. (EH)

ED 423 190 SO 028 937

O'Reilly, Kevin
Evaluating Viewpoints: Critical Thinking in United States History Series, Book Four - Spanish-American War to Vietnam War (1900-1980), Student Text and Teacher's Guide.
PUB DATE- 91
NOTE- 332p.; For other books in this series, see SO 028 934-936.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change; Creative Thinking; *Critical Thinking; Decision Making; Instructional Materials; International Relations; *Modern History; *Problem Solving; Secondary Education; Teaching Guides; *United States History; *Vietnam War
IDENTIFIERS- Spanish American War

This is one of a four-volume series intended to improve students' (grade 6-adult) critical thinking through evaluation of conflicting viewpoints of United States history. Each lesson is a self-contained problem that can be integrated at any point in a corresponding history unit. The book represents both analytical and narrative history. Unit One offers a guide to critical thinking with exercises to develop differing types of skills. Unit Two has nine lessons dealing with the United States as a world power. Unit Three focuses seven lessons on the 1920s and the New Deal. Unit Four contains six lessons that examine foreign policy since 1945. Unit Five contains seven lessons about modern American society and politics. (EH)

ED 423 191 SO 028 965

Niels, Gary J.
Is The Honor Code A Solution to the Cheating Epidemic?
PUB DATE- 96
NOTE- 86p.; Some pages contain filled-in or dark print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Antisocial Behavior; *Cheating; *Codes of Ethics; Discipline Problems; Elementary Secondary Education; *Ethics; Moral Development; *Moral Values

This research paper critiques the philosophical basis, developmental appropriateness, and effectiveness of a school arts have a unique capacity to integrate intellect, emotions, and physical skills in the creation of meaning. Meaningful arts assessments need to be built around three arts processes: creating, performing, and responding. To capture these processes, the arts assessment exercises included authentic tasks that assessed students' knowledge and skills and constructed-response and multiple choice questions that explore students' abilities to describe, analyze, interpret, and evaluate works of art in written form. Data are reported in overall summaries for creating, performing, and responding in terms of student- and school-reported background variables. Student results for theater are discussed in terms of teacher-reported background variables as well. The major findings of the assessment are that a large percentage of grade 8 students attend schools in which music and visual arts were taught usually by specialists; most students attended schools in which instruction following district or state curricula was offered in music and visual arts, but not in theater or dance; and most visual arts and music instruction took place in school facilities that were dedicated to that subject. (JH)

ED 423 214   SP 038 121

Dinkelman, Todd
Student Teaching and Critical Reflection: A Teacher Education Case Study.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For related document, see ED 408 271.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Critical Thinking; *Democratic Values; Educational Change; Higher Education; Preservice Teacher Education; *Reflective Teaching; Secondary Education; Secondary School Teachers; Social Change; *Student Teacher Attitudes; Student Teachers; Student Teaching; *Thinking Skills
IDENTIFIERS- *Reflective Thinking

This case study examined the extent and nature of the critical reflection and critically reflective teaching evident among three secondary preservice teachers, noting factors that hindered and supported the instructor's attempts to promote critically reflective teaching and discussing social reconstructionist factors. The paper emphasizes the second half of the project, which involved the student teaching semester. Data collection included student interviews at the start, midpoint, and conclusion of student teaching; several observation visits to students' classrooms; and field notes. Data also came from written artifacts (structured pre-observation forms prior to each observation visit, five journal assignments, and unit plans, lesson plans, student handouts, and evaluation tools). Data analysis involved the constant comparative method. Results indicated that all participants were critically reflective about teaching. Critical reflection carried across semesters, though it was not the predominant form of thinking for any of the students. Factors influencing critical reflection included (in descending order) journal assignments, study participation, observation visits, peer observations, and return-to-campus seminars. In the methods semester, the emphasis on social reconstructionism and democratic education had little impact on participants' thinking. However, in the student teaching semester, each

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; *Citizenship Responsibility; Cultural Pluralism; *Democratic Values; Elementary Secondary Education; *Ethics; *Humanism; Humanistic Education; *Moral Values; Public Education; Social Values; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; Teachers
IDENTIFIERS- Caring

This translation of Paulo Friere's last book is a utopian text that suggests that, among other things, education is a specifically human act of intervening in the world. Chapter 1 presents introductory reflections. Chapter 2, There Is No Teaching without Learning, includes a discussion of Methodological Rigor; Research; Respect for What Students Know; A Capacity To be Critical; Ethics and Aesthetics; Words Incarnated in Example; Risk, Acceptance of What Is New, and Rejection of Discrimination; Critical Reflection on Practice; and Cultural Identity. Chapter 3, Teaching Is Not Just Transferring Knowledge, discusses Awareness of Our Unfinishedness; Recognition of One's Conditioning; Respect for the Autonomy of the Student; Common Sense; Humility, Tolerance, and the Struggle for the Rights of Educators; Capacity To Apprehend Reality; Joy and Hope; Conviction That Change Is Possible; and Teaching Requires Curiosity. Chapter 4, Teaching Is a Human Act, focuses on Self-Confidence, Professional Competence, and Generosity; Commitment; Education as a Form of Intervention in the World; Freedom and Authority; Decision Making That Is Aware and Conscientious; Knowing How To Listen; Education Is Ideological; Openness to Dialogue; and Caring for the Students. (SM)

ED 423 234 SP 038 160

YourSELF. Middle School Nutrition Education Kit Multimedia .
PUB DATE- 98
NOTE- 93p.; Poster, videotape, and multiple copies of guide and magazine not included in ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Adolescents; *Comprehensive School Health Education; Dietetics; *Eating Habits; *Food Service; Intermediate Grades; Junior High School Students; Junior High Schools; Middle Schools; *Nutrition Instruction; Student Behavior
IDENTIFIERS- Health Behavior; Middle School Students

This multimedia kit provides information and materials for teaching nutrition to middle school students (grades 7 and 8). The kit supports schools' efforts to make school meals healthier and more appealing to students. The materials provide information about the relationships between food, nutrition, growth, and health. The kit speaks directly to adolescents, conveying respect for their power of choice and their increasing control over their own health. It recommends that food service personnel, teachers, and administrators collaborate to present information to students. Each kit contains: 1 videotape; 2 identical posters; 1 set reproducible masters; 1 teacher's guide; 30 identical magazines; and 30

The following chapters are included: (1) "Using the Guide"; (2) "What Is Action Learning?"; (3) "How A Set Works"; (4) "Being a Set Member"; (5) "Being a Facilitator"; (6) "Types of Action Learning"; (7) "A Workshop for Introducing Action Learning"; (8) "Skills Development: The Basics"; (9) "Additional Skills"; (10) "Learning and Development"; (11) "Continuing Professional Development"; (12) "Using Action Learning for Management Development"; (13) "Action Learning in Higher Education"; and (14) "Action Learning: A Contribution to Individual, Organizational and Social Change." (Contains 1 table, 32 figures, and 84 references.) (SLD)

ED 423 253   TM 028 988

Improving Classroom Assessment: A Toolkit for Professional Developers (Toolkit 98).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 698p.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Grading; Optical Data Disks; *Performance Based Assessment; *Standards; Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Alternative Assessment

This Toolkit is a guide to assessing student achievement and making students partners in the educational enterprise by clearly defining expectations for performance and letting students in on them. It is essentially about performance-based instruction and the role of student assessment in guiding and invigorating practice. This volume, Volume I, contains text and professional development training activities organized into four chapters. The first chapter, "Standards-Based Assessment--Nurturing Learning," reviews current thinking about standards-based instruction and the role of ongoing assessment. Chapter 2, "Integrating Assessment with Instruction," helps the reader understand the various ways that the development and use of assessment can affect and enhance instruction. The emphasis is on performance assessment. Chapter 3, "Designing High Quality Assessments," provides a summary and analysis of current alternative assessment efforts and when to use various designs. In Chapter 4, "Grading and Reporting--A Closer Look," why, whether, and how to grade students is explored. Each chapter contains an introduction that defines its goals, an outline of content, and an index of the professional development activities included in the chapter. A written section presents information on the concepts and ideas in the chapter, and associated professional development activities focus on implementing these concepts. Volume Two contains five appendixes with the supplemental resource material needed for various activities. It is packaged separately because the same material may be used for several activities. A version of the Toolkit on CD-ROM is included with Volume I. Volume I contains numerous overheads. (SLD)

ED 423 254   TM 028 989

Auchter, Joan E.; Skaggs, Gary; Stansfield, Charles

*Performance Based Assessment; Standards; *Student Evaluation; Teaching Methods; *Test Construction; Test Use; *Testing Problems

This paper describes what teachers need to know about performance assessment to do it well. First, they should know what performance assessment is and why anyone should care. One thing that has to be emphasized is that there are two parts to a performance assessment: the tasks and the criteria. Teachers tend to be better at developing rich and interesting tasks than they are at developing the criteria to describe quality performance, but it's not an assessment without both components. When to use performance assessment is another issue teachers must consider. Performance assessments are useful for assessing complex learning targets. Teachers should familiarize themselves with design options for performance assessment. Some suggestions are given for information sources about design and how to develop both tasks and criteria. In addition to considering the quality of performance assessments, teachers should consider their use as instructional methodology. The criteria can be used for teacher evaluation of students and for students' self-evaluations. Grading and reporting performance assessments is another area in which good reference material is available. It is suggested that performance assessment is a prime example of standards-based instruction, and that remembering its instructional value is very important in its use. Appendixes contain information about performance assessment criteria. (Contains 16 references.) (SLD)

ED 423 271 TM 029 076

Byrne, Barbara M.
Testing for Causal Predominance between Academic Self-concept and Academic Achievement: A Developmental Perspective.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Causal Models; Child Development; *Elementary School Students; Elementary Secondary Education; English; *Etiology; Grade 11; Grade 3; Grade 7; *High School Students; Mathematics; *Self Concept
IDENTIFIERS- Academic Self Concept

This study is an attempt to determine if it is possible to establish causal direction between academic self-concept and academic achievement, focusing on whether academic self-concept and the subject-matter self-concepts of English and mathematics serve to generate academic, English, and mathematics achievements, respectively. This study of causal predominance was tested at grades 3, 7, and 11. Parental consent was received for 252 grade 3 students, 290 grade 7 students, and 335 grade 11 students. Students at each grade level completed measures of self-concept and data relevant to academic achievement and academic self-concept were collected. Of the nine sets of parameters tested for causal predominance (three at each grade level), direction of cause was established for six. However, inconclusive findings resulted for English self-concept and English achievement relations for children in grade 3, and for academic self-concept and achievement relations and mathematics self-concept and mathematics achievement relations in grade 7. For both grades 3 and 11, tests of causal

included 189 students taking an educational psychology course at the undergraduate level. They filled out a questionnaire on goal orientations and learning strategies. Results indicate that the students are very close to mastery orientation and somewhat ego-social as a whole. Students use deep cognitive strategies often while they use surface and metacognitive strategies sometimes. Mastery orientation predicts the use of deep cognitive and metacognitive strategies, but when such an orientation is salient, less surface cognitive strategy use is expected. Ego- social orientation predicts surface cognitive strategy use, but does not relate to deep and metacognitive strategy use at all. Finally, work-avoidant orientation negatively correlated with both deep cognitive and metacognitive strategy use. (Contains 7 tables and 40 references.) (SLD)

ED 423 288   TM 029 095

Bergstrom, Betty A.; Lunz, Mary E.
Measuring Job Satisfaction: Reliability of Subscale Analysis.
PUB DATE- 98
NOTE- 8p.; Roundtable paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Difficulty Level; Error of Measurement; Item Response Theory; *Job Satisfaction; *Measurement Techniques; Rating Scales; *Reliability
IDENTIFIERS- *Rasch Model; *Subtests

The Job Satisfaction Survey (JSS) (P. Spector, 1985 and 1992) is a 36-item survey instrument designed to measure 9 aspects of job satisfaction, including: (1) pay; (2) promotion; (3) supervision; (4) benefits; (5) contingent rewards; (6) operating procedures; (7) co-workers; (8) nature of work; and (9) communication. In addition to measuring the nine subscales, the instrument was designed to yield a measure of overall satisfaction. This paper looks at whether the survey measures job satisfaction overall, and whether differences in job satisfaction using subscale data can be determined. The JSS was administered to 706 respondents from diverse work settings and geographic locations. Data were analyzed with a Rasch rating scale model and the BIGSTEPS computer program for the entire measure and the subscales individually. Correlational data had been presented in the original validation of the survey to support the existence of distinct subscales. The Rasch rating scale analysis shows that the mean error of the person measure, person separation, and person reliability indicate that the four item subscales do not reliably separate the respondents on the subtests. The analysis also suggests that even if the subtests were longer and more reliable, it is important to take the difficulty of the items into account before comparisons across subtests can be made. (Contains two tables and six references.) (SLD)

ED 423 289   TM 029 096

Bergstrom, Betty A.; Lunz, Mary E.
Rating Scale Analysis: Gauging the Impact of Positively and Negatively Worded Items.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American

of draft, review, and revision of the forward translation was used instead of back translation as a quality control procedure. Sixteen steps in the adaptation process are listed. Another issue was the format of the test booklets. It was decided to produce the Spanish version in a Spanish-only and a Spanish/English (on facing pages) version. After the Spanish test was administered, interviews were conducted with 97 students in grades 4, 8, and 10 at 19 schools. Seventeen teachers were interviewed after they administered the tests. Scoring was assessed and test items were analyzed. Although it is difficult to draw firm conclusions from the tryout data, the students who took it would not have been able to participate in the regular English test, and so received a benefit from the tryout version. These early results indicate that the test will help address the assessment needs of students, teachers, and parents. An attachment contains the mathematics bilingual version for grade 4. (Contains eight tables and seven references.) (SLD)

ED 423 307 TM 029 115

Schumacker, Randall E.
Comparing Measurement Theories.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Software; *Error of Measurement; *Generalizability Theory; Measurement Techniques; *Raw Scores; *Test Theory
IDENTIFIERS- *Rasch Model

In comparing measurement theories, it is evident that the awareness of the concept of measurement error during the time of Galileo has lead to the formulation of observed scores comprising a true score and error (classical theory), universe score and various random error components (generalizability theory), or individual latent ability and error estimates (latent trait theory). The definition of a true score and the definition of measurement error separates measurement theories. Students who need practical applications can progress through the traditional software for each of these theories. Using the software for the various approaches will give students an understanding of the measurement theories, scaling, objective measurement, and the different definitions of true score and error. (Contains 2 tables and 21 references.) (SLD)

ED 423 308 TM 029 196

Carey, Nancy; Rowand, Cassandra; Farris, Elizabeth
State Survey on Racial and Ethnic Classifications. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

ED 423 324 UD 032 524

Herrera, Janette
The Disproportionate Placement of African Americans in Special Education: An Analysis of Ten Cities.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Black Teachers; Cultural Differences; Elementary Secondary Education; *Males; Racial Composition; *Special Education; *Student Placement; *Urban Youth
IDENTIFIERS- African Americans; *Disproportionate Representation (Spec Educ)

Research has often indicated that African American male students are placed in special education in disproportionate numbers. Many reasons have been advanced for this disparity in placement, including placement and testing procedures, cultural differences, parent and teaching training problems, economic factors, and the failure of schools to educate them adequately. Disparities in representation of white and African American males in special education were studied in 10 cities, and the racial composition of the teaching staff was also studied. A relationship was found between the number of black male students placed in special education and the number of white teachers in the school system. The cities with the highest percentage of white teachers had the highest percentage of black students identified as "special." All the cities in the study exhibited excessive black male special education placement. It was expected that this would be worse in cities with many white teachers (white dominant) and less so in cities with many black teachers (black dominant). For the most part, this expectation was confirmed. Cities with the highest proportions of black teachers (Atlanta, Georgia and the District of Columbia) placed black males at the lowest rate. Cities with an intermediate level of black teachers placed these students at an intermediate rate. These cities included: (1) Cleveland, Ohio; (2) Miami, Florida; (3) Chicago, Illinois; (4) Houston, Texas; and (5) Detroit, Michigan. Finally, the cities with the lowest proportion of black teachers (New York, Milwaukee, Wisconsin, and San Diego, California) were the least receptive to cultural, racial, and sexual differences. In these school districts, at least one out of every six black males would end up in special education. It is concluded that while dominance of the teacher racial group is an indicator of disproportionate special education placement, the influence of black administrative power, political economic empowerment, and cultural heterogeneity are important explanatory variables, as seen in Atlanta, Chicago, New York, Milwaukee, and Washington, DC. (Contains 3 tables and 34 references.) (SLD)

ED 423 325 UD 032 525

Maehr, Martin L.
Confronting Culture with Culture: Creating Optimum Learning Environments for Students of Diverse Sociocultural Backgrounds.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April, 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

SPONS. AGENCY- Children Achieving Challenge, Philadelphia, PA.
PUB DATE- 98
NOTE- 52p.; For related reports, see UD 032 544-548.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delivery Systems; *Educational Change; Elementary Secondary Education; *Organizational Development; Program Implementation; School Personnel; Teacher Surveys; *Urban Education; Urban Schools
IDENTIFIERS- *Philadelphia School District PA; Reform Efforts; *Student Support Services

This report describes how staff at the school, cluster, and central offices have responded to the Philadelphia district's new student support ethos. This report does not present student outcome data or measure the quantity or quality of services because the evaluation teams believed it was too early in the implementation of the initiative to expect students to be affected to a measurable degree. This report does present findings on the district's most substantial attempt to redesign student support services, the Family Resource Network. The Family Resource Network seeks to improve coordination of student support services with city social services and community organizations. The evaluation team conducted interviews with more than 300 employees and representatives of external agencies, observed meetings, analyzed documents, and conducted an opinion survey of more than half of the district's 12,000 teachers. In these early days of the Children Achieving initiative, the school district has struggled with finding a balance between service provision and service coordination. Answers should emerge as the district focuses more closely on support services, but the district is cautioned against separating administration of student support and instruction to a great degree. (Contains 3 tables and 27 references.) (SLD)

ED 423 342 UD 032 547

Luhm, Theresa; Foley, Ellen; Corcoran, Tom
The Accountability System: Defining Responsibility for Student Achievement. Children Achieving: Philadelphia's Education Reform. Progress Report Series 1996-1997.
SPONS. AGENCY- Children Achieving Challenge, Philadelphia, PA.
PUB DATE- 98
NOTE- 58p.; For related reports, see UD 032 544-548.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; Achievement Tests; *Educational Change; Educational Objectives; Elementary Secondary Education; Organizational Development; Program Evaluation; *Standards; Tables (Data); *Teacher Attitudes; Teacher Surveys; Test Results; *Urban Education; Urban Schools
IDENTIFIERS- *Philadelphia School District PA; Reform Efforts

This report explores issues related to accountability in the context of Children Achieving, the school reform effort of Philadelphia (Pennsylvania). The accountability system begins with content standards in English/language arts, mathematics, science, and the arts. The Stanford-9 Achievement Test has been designated to assess how students are progressing under the new reforms. A Professional Responsibility Index has been developed to provide each school with a performance target that reflects expected improvements. Another aspect of the accountability system is the Keystone Schools Program, which allows the Superintendent to reconstitute any school deemed academically

IDENTIFIERS- Computer Use; *Computer Users; *Support Services

The last few years have witnessed continuous power shifts in the information structure of organizations. As a result of these changes, end-user computing (EUC) has been growing at a tremendous rate. This paper discusses the three functions of Information Centers (IC) to support EUC in organizations: training, technical support, and control. A study was performed to seek the relationship between the three functions and EUC success. A questionnaire was distributed to employees in two metropolitan areas; the main criteria in choosing the samples was that the respondent must be a full-time employee at an organization which implements a substantial degree of EUC. The results of the study indicate that ICs' ability to effectively deliver support to end-users significantly affects user satisfaction and that providing the types of support end-users prefer will result in a higher satisfaction level. The contribution to practitioners and researchers is also discussed. (Contains 37 references.) (Author/AEF)

ED 422 921 IR 057 079

Beccue, Barbara; Rariden, Robert L.
A Spiral Approach to Teaching Database and Systems Development: Theory vs. Reality.
PUB DATE- 97
NOTE- 6p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; Course Content; *Curriculum Design; *Curriculum Development; Higher Education; *Information Systems; Instructional Design; *Instructional Development; Problems; Skill Development; Systems Development; Teaching Methods
IDENTIFIERS- Illinois State University

The Applied Computer Science Department at Illinois State University is in the process of implementing a reengineered curriculum that utilizes an integrated and spiral approach to subject coverage. The 1996-97 school year was the first year that upper division course prerequisites were based on the new curriculum instead of a mixture of old and new. During this first year, professors taught upper division courses that relied on students having acquired the knowledge and skills from the first portion of the spiral. This paper focuses on the systems analysis and design component of the core, including systems development tools and database concepts, and the way in which the introduction of this material in a first, core course impacted the more advanced treatment of the topics in advanced courses for Information Systems majors. Issues and problems are analyzed, attempted solutions discussed, and suggestions offered for those faced with a similar situation. After teaching the two follow-on courses, it was apparent that more planning and development work needs to be done in order to affect a smoother transition along the spiral. (Author/AEF)

ED 422 922 IR 057 080

Lorents, Alden C.
GUI and Object Oriented Programming in COBOL.
PUB DATE- 97
NOTE- 9p.; In: Proceedings of the International Academy for

NOTE- 6p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Bibliographic Databases; Bibliometrics; Business; Computer Oriented Programs; *Information Networks; Journal Articles; Research and Development; *Scholarly Journals; Tables (Data); Trend Analysis
IDENTIFIERS- ABI INFORM; *Business Information; *Neural Networks

This paper is a survey of publications on artificial neural networks published in business journals for the period ending July 1996. Its purpose is to identify and analyze trends in neural network research during that period. This paper shows which topics have been heavily researched, when these topics were researched, and how that research has changed over time. Findings indicated a total of 537 articles related to neural networks in the ABI/Inform database. Eighty-nine percent of these articles were published since 1990. A majority of these papers were classified as theoretical, closely followed by articles on applications of neural networks. Only nine percent of the articles were empirical in nature. Until 1993 there was an exponential trend in the number of articles published followed by a stagnant growth thereafter. Finance topped the list in the number of articles published followed by engineering. Among the business areas, accounting had the least number of articles with a few business areas such as insurance and human resources untouched by neural networks. (Author/AEF)

ED 422 943 IR 057 101

Moore, Jo Ellen; Burke, Lisa A.
A Conceptual Framework for Research in IS/IT Instruction.
PUB DATE- 97
NOTE- 5p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Educational Theories; Higher Education; *Information Science Education; Information Systems; Information Technology; *Instructional Design; Instructional Development; *Learning Motivation; Models; Research Design; *Student Motivation; *Theory Practice Relationship

This paper describes a framework for research in Information Systems/Information Technology (IS/IT) instruction that is grounded in existing theory and research from education literature. A recently developed model that integrates instructional design and learning motivation theories provides a theoretical basis for future efforts of researchers and practitioners in IS/IT instruction. Primary theories of instructional design and learning motivation are reviewed; a detailed description of the integrative model is provided, focusing on instructional methods, learner motivation, instructional conditions, and outcomes. Finally, implications for research and practice in IS/IT instruction are drawn from the integrative model. (AEF)

ED 422 944 IR 057 102

Rutgers research team argues that a different theoretical approach, drawn from economics and operations research, will provide a better understanding of the efficiency of academic research libraries. Their analytical tool is called Data Envelopment Analysis (DEA). This new approach represents the convergence of two streams of theoretical research--the economic study of production functions and the application of an optimization technique called linear programming. The use of DEA to determine the efficiency of libraries, guidelines for using DEA, advantages of DEA over traditional evaluation methods, and the use of benchmarking are discussed. Results are summarized from an application of the technique to 95 U.S. academic research libraries furnished by the Association of Research Libraries (ARL). (AEF)

ED 422 963 IR 057 165

Library of Michigan Annual Report, 1997.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Governing Boards; Information Services; Information Technology; *Library Administration; *Library Collection Development; Library Expenditures; Library Planning; *Library Services; Library Statistics; *State Libraries; Technological Advancement; Trend Analysis
IDENTIFIERS- *Michigan

The Library of Michigan is the official state library agency of Michigan. This annual report, covering calendar 1997, provides the following information: names and positions of members of the Board of Trustees and members of the Board of Directors, as well as legislative council and alternate members; the Library mission; accomplishments of the business services division, collection management services division, executive division, human resources division, network and information systems division, and public services division; an outline of future trends; a financial summary; and graphs showing appropriation by funding area, operation expenditures by division, 5 year history of state appropriations, and state funding for libraries. (AEF)

ED 422 964 IR 057 166

Michigan Public Library Trustee Manual. 1998 Edition.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrative Policy; Administrator Effectiveness; Administrator Guides; Decision Making; Governing Boards; Intellectual Freedom; *Library Administration; Library Directors; Library Funding; Library Planning; Library Services; Policy Formation; *Public Libraries; Public Relations; *Trustees
IDENTIFIERS- *Michigan; Trustee Responsibility; Trustee Role

This manual is designed to give public library trustees basic information on the structure of library service in Michigan, with emphasis on the trustees' major areas of responsibility, in order to help trustees understand and fulfill their obligations. In particular, the "Action Checklist" at the end provides tools and approaches to capture ideas to drive information architecture; Chapter 9: "Production and Operations" describes how blueprints will affect and guide the production of the site; and Chapter 10: "Information Architecture in Action" is a case study (Henry Ford Health System) that demonstrates the evolution of an information architecture for a real client. (Contains an index.) (AEF)

ED 422 983 IR 057 186

Wynar, Bohdan S., Ed.; Volz, Ed, Ed.; Graff, Shannon M., Ed.
Library and Information Science Annual. Volume 6.
PUB DATE- 98
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Cataloging; Computer Software; *Doctoral Dissertations; Foreign Countries; *Information Science; Information Sources; *Library Science; Library Technical Processes; *Optical Data Disks; Periodicals; Printed Materials; *Publications; Reference Materials; Scholarly Journals; Trend Analysis
IDENTIFIERS- Monographs

Answering the call for a standard of bibliographic control and a critical analysis of library and information science publications, this book provides a single-source guide to the current literature in the field. It features 425 in-depth, evaluative reviews of English-language library and information science monographs, reference materials, and selected periodicals published in 1997 and 1996 in the United States, Canada, Great Britain, Australia, and New Zealand. In addition, a section covers doctoral dissertations in library and information studies (1988-1996). The book is arranged in three sections--Reviews of Books/CD-ROMs, Reviews of Periodicals, and Doctoral Dissertations in Library and Information Studies--with reviews further organized by topic. This guide also evaluates materials, identifies research trends, reports on the production and distribution of knowledge, documents intellectual activity in the field, and establishes bibliographic control over publications in library and information science. (AEF)

ED 422 984 IR 057 187

Stueart, Robert D.; Moran, Barbara B.
Library and Information Center Management. Fifth Edition.
PUB DATE- 98
NOTE- 509p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; Information Centers; Information Management; Leadership; Learning Resources Centers; Libraries; *Library Administration; *Library Development; *Library Directors; Library Planning; Library Policy; Strategic Planning

Adhering to the proven fundamentals and the same general structure as previous editions, this revision updates and expands the material in the text to cover the latest managerial systems and approaches. The book presents the principles of professional studies. The statistical breakdown reveals that 86.9 percent of the 1997 graduates are employed (43.4 percent full-time), 39.5 percent are continuing their education (28.5 percent full-time), and 3.0 percent continue to seek employment. Data on graduate outcomes are presented for the following 25 programs: business administration, cardio-respiratory care, chemical technology, clinical laboratory technology, computer studies, criminal justice and legal studies, dental assistant, dental hygiene, electronics, engineering, engineering technology, fine arts, fire science, human services, liberal arts, machine design, manufacturing technology, nursing (associate degree and licensed practical), office administration, phlebotomy, physical therapist assistance, process control technology, radiography, retail management, science and technical studies. For each program, information is offered on the number of responding graduates, percentages of graduates employed or graduates employed from each, and receiving colleges, including the number of graduates enrolled by major. Appendixes provide a list of CCRI programs and concentrations, the survey instrument, graphs of placement and transfer outcomes, and a comparison of 1995, 1996, and 1997 graduates. (AS)

ED 423 005 JC 980 400

Abood, Nancy V.; LeBlanc, William; Racca, Susanne M.
Community College of Rhode Island: Annual Report, 1997.
PUB DATE- 98
NOTE- 44p.; For the 1996 annual report, see ED 409 967.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Faculty; College Graduates; College Transfer Students; *Community Colleges; *Educational Finance; *Enrollment; *School Statistics; *Student Characteristics; Tables (Data); Tuition; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island
This 1997 annual report describes major initiatives and outcomes for students, programs, faculty and staff, and finances at Community College of Rhode Island (CCRI). Highlighted are some of the steps the college has taken to address its priorities in meeting modern challenges. A message from the president reviews four top priorities for 1997, which include expanded use of available technology, responding to business community needs and strengthening the economy of the state, creating a more student-centered organization, and recruiting more high school graduates to pursue a baccalaureate degree at CCRI. Additional initiatives are described relating to worker skill-level upgrades, workforce development grant activities, facility use for conferences, seminars, athletic and cultural events, transfer agreements, campus expansion, service learning programs, and athletics. Facts and figures provide information on the following: programs of study, student profiles, enrollment, graduate placement and statistics, faculty/staff profile, tuition and fees, revenues and expenses, financial aid and CCRI foundation report, including a list of available scholarship funds. (AS)

ED 423 006 JC 980 401

Marashio, Paul, Ed.
Pedagogy Journal, 1998.

between $8,060 and $9,170 for a child in a two-child, married-couple family in the middle income group. Adjustment factors for number of children in the household are provided. The report notes that findings should be of use in developing state child support guidelines and foster care payments as well as in family educational programs. (JPB)

ED 423 025 PS 026 641

Nayak, Nina P.
The Child's Right To Grow Up in a Family: Guidelines for Practice on National and Intercountry Adoption and Foster Family Care.
PUB DATE- 97
NOTE- 136p.; Published in four separate language editions (English, Spanish, Portuguese, and Russian), all of which are combined in this accession.
LANGUAGE- English; Portuguese; Spanish; Russian
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adopted Children; *Adoption; Adoptive Parents; Child Welfare; *Children; *Childrens Rights; Foreign Countries; *Foster Care; Foster Children; Foster Family; Social Services
IDENTIFIERS- Hague Convention on Intercountry Adoption; *International Adoption; United Nations Convention on Rights of the Child

This document (also in Spanish, Portuguese, and Russian language versions) provides guidelines for practice on national and intercountry adoption and foster family care, developed under the aegis of the International Council on Social Welfare and incorporating the work of over 200 practitioners, experts, and government officials representing nearly 30 countries. Chapter 1 discusses the need for guidelines and presents the guideline principles. Chapter 2 provides guidelines for national and intercountry adoption with regard to the biological and adoptive parents, the child, competent authorities and accredited bodies, the child study, and the adoptive family home study. Chapter 3 presents guidelines for foster family care related to the biological parents, children in foster care, the foster family, competent authorities and agencies, the child study, and a foster family home study. Each guideline is related to a specific article in either the United Nations Convention on the Rights of the Child or the Hague Convention on Protection of Children and Cooperation in Respect of Intercountry Adoption. (KB)

ED 423 026 PS 026 704

Stoneburner, Chris
Child Care: A County-By-County Factbook. For Children For Ohio's Future.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Columbus Foundation, OH.; Joyce Foundation, Chicago, IL.; Cleveland Foundation, OH.
PUB DATE- 98
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General

describes the focus of the study and background information on Head Start, Hoover Community Action Corporation (study pseudonym), and Wood River Head Start (study pseudonym). The three chapters in this part describe: (1) "Framing the Study"; (2) "The Development of Head Start"; and (3) "Looking at the Hoover Community Action Corporation and Wood River Head Start." Part 2 consists of short stories about the Wood River Head Start program. In between the stories is connecting text discussing how the Head Start staff interpreted and implemented official policies and created policies from practice in relation to the daily activities. The section ends with a reexamination of the research questions raised in chapter 1, and suggests new directions for policy research. The eight chapters in this section include: (4) "The Move to the Early Learning Center"; (5) "Research as Relationship: The Wood River Head Start Families"; (6) "Developing Policies from Practice: The Story of Mark, The Finicky Eater"; (7) "Official Policies and Working Policies"; (8) "Developing Practices and Tiny Tales of Success"; (9) "Establishing Policy Priorities"; (10) "Understanding Policies through Relationships"; and (11) "Conclusion." The book's epilogue describes recent development at Wood River Head Start. (Contains references and an index.) (SD)

ED 423 043 PS 026 800

Honig, Alice Sterling
Attachment and Relationships: Beyond Parenting.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Head Start Quality Network Research Satellite Conference (East Lansing, MI, August 20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attachment Behavior; *Caregiver Child Relationship; Child Abuse; Child Caregivers; Cross Cultural Studies; Day Care Effects; *Developmental Continuity; Employed Parents; Infant Behavior; Measurement Techniques; *Parent Child Relationship; Parent Teacher Cooperation; Personality; Predictor Variables; Reliability; Separation Anxiety; Sex Differences; Teacher Student Relationship
IDENTIFIERS- Day Care Quality; Emotional Regulation; Security Classifications; *Security of Attachment

Using a question-answer format, this paper examines the concept of attachment and its importance for parents and caregivers of young children. Twenty topics are addressed through an examination of relevant theory, research findings, and clinical evidence: (1) a "who's who" list of researchers on attachment; (2) definition of attachment; (3) behaviors indicating attachment system activation; (4) the dynamic interplay of the attachment system with other systems, such as exploration/curiosity; (5) measurement of attachment in infancy; (6) attachment relationships revealed by the "Strange Situation"; (7) attachment is relationship-specific; (8) cross-cultural attachment findings; (9) stability of attachment classifications over time; (10) impact of child abuse on attachment; (11) relation of infant attachment to later child competence and mastery; (12) effect of early mother return to employment on attachment; (13) measurement of attachment in preschoolers, adolescents, and adults; (14) relationship of preschoolers' interactions with peers and teachers to early and almost one-half were economically disadvantaged. Teachers reported that about two-thirds of students began school ready to learn, that most showed desired learning-related behaviors in class most of the time, and that most were making average or better progress in learning. Eighty percent of teachers considered their pupil-teacher ratios to be adequate. Better student learning was associated with moderate teacher influence in site-based decision-making, at least moderate administrative support, adequate counseling and guidance programs, parent contact and parent-teacher conferences, daily enrichment activities, learning centers, and matching teaching to student learning styles. Five appendices include demographic information, learning principles for young children, the data collection instruments, and teacher survey items and data. (Contains approximately 150 references.) (KB)

ED 423 061 PS 026 899

Popenoe, David
We Are What We See: The Family Conditions for Modeling Values for Children.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Parenthood in America Conference (Madison, WI, April 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Children; Divorce; *Family Influence; *Family Problems; Family Work Relationship; Marriage; *Modeling (Psychology); *Moral Development; Moral Values; Parent Influence; Parent Role; Prosocial Behavior; Role Models; Social Problems

Available empirical evidence indicates that the deterioration of stable marriages and families has been a principal generator of moral decline. Children learn moral values mainly within their families, and mainly by relying on their parents as role models. Family conditions for modeling values, together with recent family trends that have impacted the process, have led to declining family time. Two fundamental social changes are necessary to remedy the situation: revitalizing the institution of marriage, and reorganizing work lives. (Author/EV)

ED 423 062 PS 026 900

Brown, Prudence; Garg, Sunil
Foundations and Comprehensive Community Initiatives: The Challenges of Partnership. Discussion Paper.
PUB DATE- 97
NOTE- 34p.; This paper was funded by the Aspen Institute's Nonprofit Sector Research Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Development; *Community Programs; *Comprehensive Programs; Cooperation; *Philanthropic Foundations; Program Design; Program Implementation; Social Services
IDENTIFIERS- *Barriers to Implementation

Against a backdrop of increasing localization of responsibilities for human services and community development, and in a climate of diminished resources for these activities, foundations have explored the comprehensive community initiative (CCI) as a

Reconciliation Act of 1996 have the potential to help or hurt children by changing family income, by changing the level of parental stress or parenting styles, and by changing children's access to comprehensive family support and child-focused services. This paper focuses on child care for low-income families provided by friends and relatives. The paper summarizes the research on kith and kin child care, examines traditional policies, describes innovative program strategies, and make recommendations that states and local communities can use to reach out to these child care providers and the children for whom they care. (Contains approximately 20 references.) (KB)

ED 423 081 PS 026 961

Davidson, Dana; Taba, Sharon; Yamashita, Lynn; Ambrose, Anne
Bridging Out: Lessons Learned in Family-Centered Interprofessional Collaboration, Year Four.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 55p.; For Year Three monograph, see ED 417 000.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Child Health; Child Welfare; *Cooperation; Delivery Systems; Demonstration Programs; Family Programs; Integrated Activities; *Interprofessional Relationship; Professional Development; Professional Training; Program Descriptions; *Social Services
IDENTIFIERS- *Family Resource and Support Programs; Family Support

This monograph is the fourth year report of the Health and Education Collaboration Project, directed by the Hawaii Medical Association, with the purpose of developing, testing, and disseminating a model for family-centered, interprofessional training and service delivery. At the center of the demonstration effort is the Healthy and Ready to Learn Center, offering family-centered services from an interprofessional and collaborative model, an emergent model of support based on the understanding that children grow up in complex environments. The sections of the report are as follows: (1) "What is Family-Centered Interprofessional Collaboration?"; (2) "Principles of Family-Centered Interprofessional Collaboration"; (3) "The Health and Education Collaboration Project Background"; (4) "Implementation of Family-Centered Interprofessional Collaboration" (Year One, Year Two, Year Three, Year Four); (5) "Developmental Stages and Lessons Learned"; (6) "Sustainability"; (7) "Implications for Future Interprofessional Collaboration Efforts"; and (8) "Learning Examples of Family-Centered Interprofessional Collaboration." Appendices include information on training, project updates, and project committee members. (KB)

ED 423 082 PS 026 969

Hayes, Cheryl D.
Financing Services for Young Children and Their Families: Meeting the Challenges of Welfare Reform.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

culturally relevant training programs to meet specific needs, and recognition of university degree credit for completion of certificate programs. (Contains 17 references and a list of Access programs.) (SV)

ED 423 099 RC 021 652

Barnes, Catherine; Chakma, Suhas; Mohamed, Mohamed Hamud Sheikh; Thulin, Kristina Hedlund; Monzon, Ana Silvia; Stockman, Lorne; Sunderland, Judith
War: The Impact on Minority and Indigenous Children. MRG International Report 97/2.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Welfare; *Children; *Childrens Rights; Educational Needs; Ethnic Discrimination; Foreign Countries; Health Needs; *Indigenous Populations; *International Crimes; Maya (People); *Minority Groups; Refugees; Violence; *War
IDENTIFIERS- Bangladesh; Genocide; Guatemala; Somalia

In today's internal armed conflicts that pitch one group against another, minority and indigenous children are often seen as "legitimate targets" despite the wealth of international law to the contrary. This report focuses on three recent or current armed conflicts, drawing on interviews with children and others to piece together the effects these wars have had on the Jumma children of the Chittagong Hill Tracts of Bangladesh, the Maya children of Guatemala, and minority children of Somalia. Each case study provides the following: (1) background information on the conflict and intergroup relations; (2) details of violence and abuses against children (murder, torture, rape and other gender-based violence, forced recruitment as combatants, witnessing of human rights violations, loss of family and community, displacement as refugees, disruption of family and community life and infrastructure); (3) children's needs for education, health services, and rehabilitation support; and (4) recommendations to the national government, indigenous organizations, and the international community. Final sections sum up the findings and offer general recommendations to the international community. (Contains 63 references, notes, maps, an explanation of abbreviations, and text of United Nations resolutions on minority rights and children's rights.) (SV)

ED 423 100 RC 021 653

Sell, Randall S.; Leistritz, F. Larry; Thompson, JoAnn M.
Socio-Economic Impacts of School Consolidation on Host and Vacated Communities. Agricultural Economics Report No. 347.
SPONS. AGENCY- Cooperative State Research Service (USDA), Washington, DC.
PUB DATE- 96
NOTE- 60p.; Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Attitudes; Community Characteristics; *Consolidated Schools; Economic Impact; High Schools; *Mergers; Quality of Life; Questionnaires; Rural Schools; *School Closing; *School Community Relationship; School District Reorganization; Small Schools; *Small Towns; Tables (Data)

Pirie); (2) "Three Epistemologies, Three Views of Classroom Communication: Constructivism, Sociocultural Approaches, Interactionism" (Anna Sierpinska); (3) "Verbal Interaction in the Mathematics Classroom: A Vygotskian Analysis" (Maria G. Bartolini Bussi); (4) "Discourse and Beyond: On the Ethnography of Classroom Discourse" (Falk Seeger); (5) "From 'Stoffdidaktik' to Social Interactionism: An Evolution of Approaches to the Study of Language and Communication in German Mathematics Education Research" (Heinz Steinbring); (6) "Examining the Linguistic Mediation of Pedagogic Interactions in Mathematics" (Clive Kanes); (7) "Pupil Language-Teacher Language: Two Case Studies and the Consequences for Teacher Training" (Albrecht Abele); (8) "Teacher-Student Communication in Traditional and Constructivist Approaches to Teaching" (Maria Luiza Cestari); (9) "Alternative Patterns of Communication in Mathematics Classes: Funneling or Focusing?" (Terry Wood); (10) "Students Communicating in Small Groups: Making Sense of Data in Graphical Form" (Frances R. Curcio and Alice F. Artzt); (11) "Communication and Learning in Small-Group Discussions" (Kaye Stacey and Anne Gooding); (12) "Mathematical Communication through Small-Group Discussions" (Marta Civil); (13) "Formats of Argumentation in the Mathematics Classroom" (Gotz Krummheuer); (14) "Teaching without Instruction: The Neo-Socratic Method" (Rainer Loska); (15) "The Role of Natural Language in Prealgebraic and Algebraic Thinking" (Ferdinando Arzarello); (16) "How Students Interpret Equations: Intuition versus Taught Procedures" (Mollie MacGregor); (17) "Epistemological and Metacognitive Factors Involved in the Learning of Mathematics: The Case of Graphic Representations of Functions" (Maria Kaldrimidou and Andreas Ikonomou); (18) "Making Mathematics Accessible" (Megan Clark); (19) "Itineraries through Logic To Enhance Linguistic and Argumentative Skills" (Giancarlo Navarra); and (20) "Communication in a Secondary Mathematics Classroom: Some Images" (Judith Fonzi and Constance Smith). (ASK)

ED 423 119   SE 061 701

Simmons, M. Ruth
A Study of High School Students' Attitudes toward the Environment and Completion of an Environmental Science Course.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; *Attitude Measures; Conservation Education; Educational Objectives; *Environmental Education; Foreign Countries; *High School Students; High Schools; Questionnaires; Science Education; *Student Attitudes; Student Interests; Sustainable Development
IDENTIFIERS- *Canada (Maritime Provinces); Labrador

The purpose of this study was to determine if an elective environmental education course offered to students in Newfoundland and Labrador high schools (Canada) changed student attitudes towards the environment. Of 220 students surveyed for the study, 21 took the Environmental Science course. A questionnaire was used to survey four attitude components of students' attitude system toward the environment: (1) cognitions in the form of beliefs and values; (2) behavior intentions; (3) behavior; and (4) affective responses. Overall, students in both groups had positive attitudes toward the environment. The environmental science group had more positive attitudes toward the environment than the school at large,

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Concept Formation; Cultural Influences; Elementary Secondary Education; *Health Education; Newsletters; *Relevance (Education); *Science Curriculum; Science Education; Sex Differences; *Student Motivation

This research describes the evaluation of a science curriculum newsletter called BioRAP which serves as a vehicle to teach current health science content. The research objectives were to estimate the relationships of socioeconomic status, ethnic group, gender, grade, student ability, and classroom use characteristics with student knowledge and self-efficacy outcomes after use of the newsletter. Topics covered in the specific newsletters studied include cancer, sun and skin, AIDS, and product safety. Results indicate that the newsletter continues to demonstrate positive achievement and student satisfaction outcomes with greatly expanded distribution and use by a diverse sample of youngsters, and that students clearly learn meaningful science content from BioRAP. The perspective and theoretical framework of BioRAP is also outlined. (DDR)

ED 423 142 SE 061 787

Wang, HsingChi A.
Science Textbook Studies Reanalysis: Teachers "Friendly" Content Analysis Methods?
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Decision Making; Elementary Secondary Education; Evaluation Methods; *Science Curriculum; Science Education; Science Teachers; *Teacher Attitudes; *Textbook Evaluation; *Textbook Selection; *Textbooks

This study focuses on designing a content analysis method that is real to daily instructional practice. The research questions explore the trends in conducting textbook content analysis method in science educational research, and how these trends address daily instructional needs. This paper also includes a review of literature on the role of instructional materials--especially textbooks--in science education research, a review of literature on past content analysis methods for science textbooks, a review of research of instructional needs and recommendations, and a proposal for a content analysis method for teacher education. Findings suggest that in order to design a teacher-friendly content analysis method, researchers must start to survey teacher needs. (Contains 48 references.) (DDR)

ED 423 143 SE 061 788

Letts, William J., IV
Boys Will Be Boys (If They Pay Attention in Science Class).
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

saw the "entertainment" definition of focusing attention combined with the "education" definition of leading out and not staying with what people already know. Examples are given as to how this could be done to make the history of the shared culture the popular, vibrant, and expanding tapestry of the U.S. adventure. (EH)

ED 423 165 SO 028 512

Reach and Teach Your Peers! A Handbook To Help Teen Peer Educators Prevent Crime and Improve the Community.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; Civics; *Crime Prevention; *Juvenile Justice; *Law Related Education; *Peer Counseling; *Peer Groups; Secondary Education; Social Studies

This handbook helps young people help each other prevent crime in their communities. The handbook organizes and prepares peer educators to effectively reach their peers about crime prevention. Sections of the booklet include: (1) "How and Why to Use This Handbook"; (2) "What You and Your Friends Can Do To Prevent Crime"; (3) "Where to Start"; (4) "A Timetable for Preparing"; (5) "Tips to Help You Teach Your Peers about Crime Prevention"; and (6) "Resources You Can Use." (EH)

ED 423 166 SO 028 514

Russell, Elizabeth F.
Our Nation's Capital: Activities and Projects for Learning about Washington, DC. Grades 2-5.
PUB DATE- 96
NOTE- 64p.; A full-color poster foldout accompanies this document.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Built Environment; Community; Community Resources; *Culture; Elementary Education; Folk Culture; *Heritage Education; Instructional Materials; *Interdisciplinary Approach; Local History; Material Culture; Museums; Popular Culture; Social History; *Social Studies; *United States History
IDENTIFIERS- *District of Columbia

This resource book provides facts and activities about Washington, D.C., the nation's capital. The book introduces the structure and functions of government and connects the study of Washington's key places, people, and purposes to students' own communities. The activities are interdisciplinary and accommodate different ability levels and learning styles. The sections include: (1) "Washington in the Beginning"; (2) "Some of Washington's Important Places"; (3) "Some of Washington's Interesting People"; and (4) "Washington, D.C., Metro Game." Background information is provided for each section, along with activities and reproducible student pages. (EH)

ED 423 167 SO 028 515

honor system and questions whether a school honor system is still an appropriate tool for character instruction in the twenty-first century. Characteristics which induce a subculture of academic deceit, as well as attributes which can promote academic integrity are discussed. Sections of the paper include: (1) "Preface"; (2) "Social Factors Influencing Cheating"; (3) "Curricular Factors Influencing Cheating Behavior"; (4) "Defining Academic Integrity"; (5) "Peer Influences in Establishing Community Values"; (6) "The Teacher and Academic Integrity"; (7) "The School Ethos and Academic Integrity"; (8) "Revisiting Moral Education"; and (9) "Illustrations of (Possible) Cheating Behavior." Newspaper articles on high school cheating and school honor codes are appended. (Contains a 37-item bibliography.) (EH)

ED 423 192 SO 028 991

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Scientists & Inventors Series. Profiles of People of Interest to Young Readers. Vol. 1, 1996.
PUB DATE- 96
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Biographies; *Childrens Literature; *Current Events; Elementary Secondary Education; *Inventions; Popular Culture; Profiles; Recreational Reading; Reference Materials; *Role Models; *Scientists; Student Interests; Supplementary Reading Materials

This issue of "Biography Today" looks at scientists and inventors and is created to appeal to young readers in a format they can and enjoy and easily understand. Each entry provides at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. Entries also provide information on further reading for readers. Obituary entries are included to provide a perspective on an individual's entire career. Each issue concludes with a name index, a general index, a birthplace index, and a birthday index. The scientists and inventors highlighted are John Bardeen (obituary), Sylvia Earle, Dian Fossey (obituary), Jane Goodall, Bernadine Healy, Jack Horner, Mathilde Krim, Edwin Land (obituary), Louis Leakey, Mary Leakey, Rita Levi-Montalcini, J. Robert Oppenheimer (obituary), Albert Sabin, (obituary), Carl Sagan, and James D. Watson. (RJC)

ED 423 193 SO 029 091

Anderson, Dean Philip
Integrating Instructional Ear-Training Techniques into a High School Choral Music Performance Class Curriculum To Improve Students' Sight-Reading Skills.
PUB DATE- 95
NOTE- 103p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Choral Music; High Schools; *Music; *Music Education; *Music Reading; Music Techniques; Vocal Music

This practicum was designed to integrate time-efficient methods for teaching sight reading during performance classes. A crucial discovery was that music aptitude comprises both participant provided varying amounts of evidence of reflection on the construction of a more equitable, just, and democratic society. (Contains 33 references.) (SM)

ED 423 215 SP 038 128

Burton, Mary
Teachers Action--Students Lives: The Silent Voice of Discipline.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Discipline; Educational Theories; Elementary Secondary Education; Foreign Countries; Power Structure; School Role; *Student Behavior; Teacher Behavior; Teacher Expectations of Students; *Teacher Influence; *Teacher Student Relationship; Violence

This paper examines theories on discipline in education, discussing the effect of teachers' behaviors on their students. The issue can be addressed from psychological, critical, and feminist theoretical perspectives. Currently, the psychological method of handling student behavior dominates schools, with behavior modification programs in place to define behavior and recommend diagnosis and treatment for changing behavior. Critical and feminist theories question the workings of power and culture in school programs and address discipline in ways that create schools where children's emotions and feelings are considered part of their educational experience. The theories study how structures and systemic institutionalized practices reinforce systems of domination. Critical and feminist approaches examine relationships between teachers and their pupils within the school environment. They suggest that teachers are starting to understand the relationship between domination and societal violence, and they want schools to take responsibility for their role in promoting this situation. They encourage the use of democracy and respect when relating to students and suggest that administrators work harder to improve quality of instruction rather than techniques for increasing classroom control. It is suggested that boredom with course content so far removed from students' real world is one reason discipline is such a problem in schools, and teachers must enable students to utilize their minds and bodies and understand themselves and their relationships with others. (SM)

ED 423 216 SP 038 129

Hoban, Garry
Reciprocating Self-Study: A Reflective Framework for Conceptualising Teaching-Learning Relationships.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; Early Childhood Education; Foreign Countries; Higher Education; Preservice Teacher Education; Social Influences; Student Characteristics; *Teacher Student Relationship; *Thinking Skills
IDENTIFIERS- *Reflective Thinking

This study used a reflective framework in a teacher education course to guide students in a process of deep-level reflection for analyzing the relationship between the instructor's identical student activity guides. The magazines discuss what normal and different mean, serving sizes, healthy snacking, exercise, setting goals, and common teen food and health questions. (SM)

ED 423 235 SP 038 161

Mentoring North Carolina Novice Teachers, 1998.
PUB DATE- 98
NOTE- 287p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; *Mentors; Public Schools; Teacher Collaboration; Teacher Improvement; Teacher Role; Teaching Experience
IDENTIFIERS- *North Carolina

This introductory-level training program is designed to develop in classroom teachers the knowledge, skills, and attitudes necessary for functioning as successful mentors to novice North Carolina teachers. This includes background and perspectives for mentoring in North Carolina; Interstate New Teacher Assessment and Support Consortium (INTASC) standards; novice teacher recommendations; mentor roles; communication; reflection; and coaching. The program was generated by a statewide committee of experts. Contained within the manual are six modules of fundamental training for new mentors and a variety of activities for achieving a balance among trainer-delivered content, practice for participants, and participant sharing. The modules include the following: (1) Induction in North Carolina; (2) Concerns of the Novice Teacher; (3) the Role of the Mentor; (4) Communication; (5) the Reflection Cycle; and (6) the Coaching Cycle. An appendix presents added information and materials, including activities for setting the stage, reviewing the training, and breaking the ice. The appendix also offers sample schedules; a bibliography; evaluation forms; a calendar of needs and concerns; a rationale for mentoring; tips for mentors, a suggestion form; and mentoring cards for shifting groups. (SM)

ED 423 236 SP 038 162

DePaul, Amy
What To Expect Your First Year of Teaching.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Teacher Attitudes; Teaching Experience; Teaching Skills

This booklet discusses what teachers may encounter in their first year of teaching, presenting information from teachers themselves. Information comes mainly from a series of

Linking Tests across Two Languages: Focus on the Screening of Biliterate Hispanic U.S. Seniors.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Students; English; Equivalency Tests; *High School Seniors; High Schools; *Hispanic Americans; Item Bias; Sampling; Screening Tests; *Spanish; Tables (Data); *Test Construction; Test Format; *Translation
IDENTIFIERS- *General Educational Development Tests; Hispanic American Students; Linkage

A multi-year effort is being made to create a revised Spanish-language version of the Tests of General Educational Development (GED). It is necessary to ensure that the translated, adapted version maintains the same content and performance standards as the original English version. The final linking of the Spanish-language and English versions calls for a design that involves the administration of anchor or common items in the two languages to one biliterate sample, a sample that is equally proficient in both languages. This study evaluated the screening procedure for identifying and selecting graduating high school seniors who are equally literate in Spanish and English. A test that could be used for this purpose was developed based on the fourth GED test, "Interpreting Literature and the Arts," a test that does not rely on prior knowledge of literary works or familiarity with the language of literary analysis. The developed screening test was administered to 500 Hispanic high school seniors in Florida and California. In practical terms, only seniors whose number-correct scores are equal or different by one on the two language halves would be selected as balanced biliterates. In the pilot sample, 36% of the seniors met the stringent GED selection criteria. It was necessary to redo the analysis of differential item bias using only biliterate students after completing the screening. Results of this study appear to validate the screening procedure for identifying and selecting the biliterate students who will be used to link the Spanish-language translations of the GED tests to their corresponding English versions. (Contains 13 tables, 1 figure, and 9 references.) (SLD)

ED 423 255 TM 028 990

Fleenor, Paula
A Study To Determine the Effects of School Athletic Programs on the CTBS Test Percentiles of Students.
PUB DATE- 97
NOTE- 76p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Athletics; Elementary Secondary Education; Extracurricular Activities; *Participation; Sex Differences; Tables (Data); *Test Results
IDENTIFIERS- *California Test of Basic Skills; Percentile Ranks

predominance for academic self-concept/achievement relations and mathematics self- concept/achievement relations demonstrated a clear flow of causality from achievement to self-concept. However, for English, a reverse pattern was demonstrated (from English self-concept to English achievement). Possible explanations are explored for results that suggest that direction of cause may be a function of subject area rather than, or in addition to, age. (Contains 4 tables, 3 figures, and 50 references.) (SLD)

ED 423 272 TM 029 077

Centra, John A.; Gaubatz, Noreen B.
Is There Gender Bias in Student Evaluation of Teaching?
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; *College Students; Females; Higher Education; Males; *Sex Differences; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teaching Methods

This study examined gender differences in student evaluation of teaching through two analyses. In the first, female and male student ratings in the same classes were compared for female and male instructors. In the second analysis, ratings by all male students are examined for how they differed for male and female instructors. Data came from 741 college classes each of which had an enrollment of at least 10 female students and 10 male students from 21 colleges and universities. The student evaluation form was the Student Instructional Report II from the Educational Testing Service. Multivariate analysis of variance was used to investigate the mean differences on the dependent variables. In this study, in contrast to past studies, female students gave higher ratings to female instructors than to male instructors on three of eight scales for all disciplines combined, while male students gave male instructors higher ratings only on one scale, course organization and planning. Male and female students did not differ in their rankings of male teachers. For the total sample of classes, when more favorable ratings were given, they were largely by female students to female instructors. Overall, results support the conclusion that gender differences among instructors are related more to their gender-related approaches to teaching than to their overall effectiveness. (Contains 4 tables and 15 references.) (SLD)

ED 423 273 TM 029 078

Dirks, Matthew
How Is Assessment Being Done in Distance Learning?
PUB DATE- 98
NOTE- 27p.; Paper presented at the NAU/web.98 conference (Flagstaff, AZ, May 28-30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Cheating; *College Faculty; *Distance Education; Educational Assessment; *Electronic Mail; Feedback;

Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Item Response Theory; *Rating Scales; Research Methodology; Test Format; *Test Items
IDENTIFIERS- *Positive Wording (Tests)

This paper addresses questions of whether positively- and negatively-worded items measure the same construct and whether the rating scale categories "strongly agree" to "strongly disagree" are used in the same way for both types of items. Item response theory (IRT), specifically the Andrich Rating Scale Model (B. Wright and G. Masters, 1982) is used to analyze a survey on job satisfaction. The methodology presented provides a strategy for exploring the effect of including positively- and negatively-worded items on a Likert-type survey. The Job Satisfaction Survey (JSS) (P. Spector, 1983; 1992) is a 36-item instrument designed to measure job satisfaction, which purports to measure nine aspects of job satisfaction and overall job satisfaction. Seventeen items are positively worded, and 19 are negatively worded. The survey was administered to 706 respondents from diverse work settings. Data were analyzed with the Andrich Rating Scale model. Analysis indicated that the positively and negatively worded items appeared to be measuring the same construct. These results confirm that, for these data, positively and negatively worded items can be scaled together. The IRT analysis provided a method for determining the impact of mixing positively and negatively worded statements on the same scale. (Contains two tables, two figures, and seven references.) (SLD)

ED 423 290 TM 029 097

Sykes, Robert C.; Ito, Kyoko
The Effect of Rounding Aggregated Item Ratings for Constructed Response Items in Mixed-Item Format Tests.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 14-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Constructed Response; Judges; *Scoring; *Test Format; Test Items
IDENTIFIERS- *Aggregation (Data); High Stakes Tests; *Rounding (Mathematics)

A common procedure for obtaining multiple readings (ratings) for a constructed response item, especially in high-stakes tests, is to have two readers read the papers independently, with a third reading if the results differ by more than one point. This necessitates a scoring rule that specifies how the ratings will be aggregated into a single item score. Two plausible scoring rules involve averaging the readings and rounding either to the nearest half point or the nearest integer, but it is not known which results in a greater precision of measurement. This study investigated the precision and accuracy of ability estimates obtained under the two scoring rules for mixed format tests calibrated under an item response theory model. Eleventh-grade reading, mathematics, and science test results and a fifth-grade mathematics test result were analyzed, with more than 1,200 students available for each

DESCRIPTORS- *Classification; *Ethnic Groups; *Federal Government; *Racial Differences; Standards; *State Programs; Surveys; Tables (Data)
IDENTIFIERS- *Office of Management and Budget

The State Survey on Racial and Ethnic Classifications was conducted for the National Center for Education Statistics and the Office for Civil Rights in the U.S. Department of Education as part of the research associated with the comprehensive review of an Office of Management and Budget (OMB) directive on race and ethnic standards for federal statistics and administrative reporting. The survey was conducted to provide information for OMB about the quality and utility of the data collected by state departments of education using the five standard federal categories of race and ethnicity in use at that time. The issues examined in this report include: (1) the use of classifications that differ from those five standard categories (White, nonHispanic; Black, nonHispanic; Hispanic; Asian or Pacific Islander; American Indian or Alaskan Native): (2) the impetus for making changes to classification categories; (3) the types and origins of complaints received about the categories; and (4) the effect of possible changes on the collection, maintenance, and reporting of trend data. The survey was conducted as a telephone interview with a representative in each state (except Hawaii) in February 1997. Eight states reported using categories other than the five standard categories. Five states reported using a "multiracial" category, while two use an "other," one uses "Filipino," and one separates American Indians and Alaskan Natives. Complaints from parents and school districts were the main reasons given by states for modifying or considering modifications to the federal categories. Adding a multiracial category was the most frequently requested change. Three states reported that they were considering making changes to the categories, but the remaining states and the District of Columbia had not made any changes and reported none under consideration. Appendixes contain a discussion of the survey methodology and copies of the survey protocols. (Contains 12 tables.) (SLD)

ED 423 309   TM 029 197

Brualdi, Amy
Teacher Comments on Report Cards. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Communication (Thought Transfer); Elementary Secondary Education; Evaluation Methods; *Parent Teacher Cooperation; *Report Cards; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- ERIC Digests

This digest explains why teacher comments on report cards are important, offers suggestions on how to construct effective comments, points out words or phrases to be cautious about using, and indicate sources of information for report card comments. Teacher comments are important in that they often

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; Ethnicity; *Goal Orientation; *School Culture; Self Concept; *Student Motivation; Teaching Methods; Urban Youth

Years ago the prevailing assumption was that there was something wrong with "unmotivated" minority children, but gradually educators have come to realize that there may be something wrong with the schools, and that it is possible to do something to engage children in learning. Theories of motivation are shifting from thinking about motivation as an internal disposition that differentiates individuals to thinking of motivation in context, with an increasing recognition of the role of purpose in determining how and whether a person invests in a task. The recognition of goals as constructions in context, and the acknowledgment that school policies and practices are critical sources for goal definition lead to goal theory in a cultural perspective. Research on school environments and student goals have indicated that school environments, and possibly psychological environments in general, that stress task goals minimize the negative effects that may be associated with social diversity. Ability goal stresses tend to enhance the negative effects. The principle is that as one puts the focus on self, including one's ethnic and cultural identity, bad things may happen, but putting the focus on the task tends to reduce the role that perceptions of self, over which the teacher has little control, may play in the learning process. The operative advice that emerges is to put the focus on the culture of the school and not the culture of the child. Changing focus on self to focus on task needs and deserves cross-cultural testing, but it seems promising for creating optimum school cultures for children of diverse sociocultural backgrounds. (Contains 2 tables and 51 references.) (SLD)

ED 423 326 UD 032 526

Mac Iver, Douglas J.; Balfanz, Robert; Plank, Stephen B.
The Talent Development Middle School. An Elective Replacement Approach to Providing Extra Help in Math--The CATAMA Program (Computer- and Team-Assisted Mathematics Acceleration). Report No. 21.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Cooperative Learning; Disadvantaged Youth; Grade 7; *Junior High School Students; Junior High Schools; Mathematics Achievement; *Mathematics Instruction; *Middle Schools; Student Attitudes; Talent; Teaching Methods; Urban Youth
IDENTIFIERS- *Middle School Students

In Talent Development Middle Schools, students needing extra help in mathematics participate in the Computer- and Team-Assisted Mathematics Acceleration (CATAMA) course. CATAMA is an innovative combination of computer-assisted instruction and structured cooperative learning that students receive in addition to their regular math course for about 10 weeks of the school year. This report presents two studies of CATAMA. The first compares growth in math achievement for 96 seventh graders, 48 of whom participated in CATAMA for 10 weeks, and 48 distressed and then reopen it under strict supervision. Performance goals have also been set for the Superintendent and his Cabinet. Teacher observation forms, and promotion and graduation requirements are other aspects of the accountability system. Data from the Children Achieving evaluation suggest that teachers have felt that they had little time to prepare or respond to the new approach, although almost all were aware of the standards by the spring of 1997, and almost all saw them as potentially beneficial to students. District support for standards-based instruction was thin and slow, and the Performance Responsibility Index was not well understood. Teachers often felt that they were being held responsible for results that are beyond their control. However, the implementation of the Stanford-9 did impact teaching practice, even though teachers did not believe it really reflected the new standards or their curricula. Although it is too early to tell how the new system will affect student achievement, recommendations are made to improve the understanding of the accountability system and its acceptance. (Contains 4 charts, 11 tables, and 6 references.) (SLD)

ED 423 343 UD 032 548

Children Achieving: Philadelphia's Education Reform. A Second-Year Evaluation. Executive Summary. Progress Report Series 1996-97.
SPONS. AGENCY- Children Achieving Challenge, Philadelphia, PA.
PUB DATE- 98
NOTE- 24p.; For related reports, see UD 032 544-547. For the first year evaluation, see ED 404 417.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Cooperation; *Educational Change; Elementary Secondary Education; *Organizational Development; Professional Development; Program Evaluation; *Standards; *Urban Education
IDENTIFIERS- *Philadelphia School District PA

The 1996-97 school year was the second year of the Children Achieving reform initiative in Philadelphia (Pennsylvania). This summary describes findings from this second-year evaluation. The evaluation team conducted interviews and observations in 21 schools and 14 clusters, interviewing education reform leaders in the school district and throughout the city. More than 300 people were interviewed, including 116 teachers, and more than 7,000 teachers and school staff completed surveys about the reform. Overall, the school district has moved ahead in many ways, but the evaluation team identified four constraints that have influenced or impeded progress. These are: (1) the struggle of the central office to find the right balance between providing sufficient guidance to schools and decentralization; (2) effective communication to the teaching staff and the public about the complex elements of the reforms; (3) time allowed for the changed expectations for teachers and other staff members to take effect; and (4) shortages of experienced personnel, especially at the middle management level, to guide and support the reform changes. Schools are beginning to implement the reforms at the classroom level, and the school district is beginning to implement the accountability structure envisioned in Children Achieving. (Contains five tables.) (SLD)

ED 423 344 UD 032 557

Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Interfaces; *Computer Science Education; Computer Software Development; *Computer System Design; Curriculum Development; Design Preferences; Higher Education; *Programming; *Programming Languages
IDENTIFIERS- COBOL Programming Language; *Graphical User Interfaces; *Object Oriented Programming

Various schools are struggling with the introduction of Object Oriented (OO) programming concepts and GUI (graphical user interfaces) within the traditional COBOL sequence. OO programming has been introduced in some of the curricula with languages such as C , Smalltalk, and Java. Introducing OO programming into a typical COBOL sequence presents some interesting challenges. There are a number of new concepts to introduce along with various design issues that are relatively new to OO program design, such as file maintenance and data objects. Most C   programming courses tend to work with objects that are more user interface related, such as traditional GUI objects. This paper describes an example of using OO COBOL and Dialog Systems (GUI builder) in an advanced programming applications course. (Author/AEF)

ED 422 923 IR 057 081

Wilson, E. Vance; Connolly, James R.
Key Procedures in User Interface Development.
PUB DATE- 97
NOTE- 9p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Interfaces; *Computer Software Development; *Computer System Design; Information Science Education; *Information Systems; Interaction; *Man Machine Systems; Research and Development; User Needs (Information)
IDENTIFIERS- Graphical User Interfaces

Information systems (IS) professionals are called on to produce increasingly sophisticated user interfaces as a part of software development. Although IS education includes coverage of user interface (UI) development, classroom presentation of this topic frequently is cursory and does not provide any particular methodology for the task. In this paper, a set of procedures is presented for teaching UI development with a "how to" approach, based on research and practice in the field of Human Computer Interaction (HCI). Initial application in the classroom suggests this approach is useful for focusing students' conceptual understanding of the topic without increasing required classroom time or resources when compared to traditional methods. Three tables present: key procedures in UI development, examples of UI constraints, and results of user testing in an Apple II online tutorial. (Contains 16 references.) (Author/AEF)

ED 422 924 IR 057 082

Money, William H.
Architecture and the Web.
PUB DATE- 97
NOTE- 5p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Computer System Design; Curriculum Development; Higher Education; Information Science Education; *Information Systems; Information Technology; Management Information Systems; Models; Standards; Systems Analysis; *Systems Development; *World Wide Web
IDENTIFIERS- Connectivity; Department of Defense; *Information Infrastructure; Technology Integration

Instructors should be concerned with how to incorporate the World Wide Web into an information systems (IS) curriculum organized across three areas of knowledge: information technology, organizational and management concepts, and theory and development of systems. The Web fits broadly into the information technology component. For the Web to be included as a viable IS component for developing solutions, management information systems (MIS) related Web implementations demand a complete assessment of systems architectures and consideration of complex Web application implementation issues. Significant design related technical issues in Web development drive the analysis of hardware platforms, workstation communication, and connectivity. Specific target platform and decision topics which must be addressed by instructors and students include: (1) markup language selection; (2) protocol selection; (3) script language selection; (4) bandwidth selection; (5) platform constraints; (6) server configuration and operation; (7) page design and development; and (8) Web implementation process. A number of organizations have begun to publish standards for their systems (architectures) to ensure component integration and proper system operation. The Department of Defense has developed and published a set of rules, the Defense Information Infrastructure (DII) Common Operating Environment (COE), which is the key to achieving this integration. (AEF)

ED 422 945 IR 057 103

Phan, Dien D.; Thoms, Karen J.
Etiquette in Telecommunications and Web Pages.
PUB DATE- 97
NOTE- 5p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; *Design Preferences; Electronic Mail; Foreign Countries; Guidelines; Telephone Communications Systems; *World Wide Web
IDENTIFIERS- Answering Machines; *Netiquette; Voice Mail; *Web

of each chapter is designed to assist trustees in determining what is needed to maximize the overall effectiveness of their institution. Chapters include: (1) "Michigan Public Libraries"; (2) "Trustees' Rights and Responsibilities"; (3) "Board Organization and Policymaking"; (4) "Library Planning, Role Setting, and Budgeting"; (5) "The Library Director"; (6) "Intellectual Freedom"; (7) "Funding"; (8) "Public Relations and Trustees"; (9) "Library Organizations"; and (10) "Miscellaneous Considerations", including concerns of the building and physical plant, availability of library consultants, library automation, and continuing education for trustees. (AEF)

ED 422 965 IR 057 167

Johnson, Jeffrey P.; Laverty, Janet; Neely, Linda; Sitler, Bryon
Michigan Public Library Personnel Certification Handbook. 1998 Edition.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Certification; Continuing Education; Guidelines; Library Education; *Library Personnel; *Public Libraries; Staff Development; State Aid; State Licensing Boards; State Programs
IDENTIFIERS- Library Terminology; *Michigan

The Library of Michigan administers the Public Library Personnel Certification Program for Michigan. This handbook clarifies the certification guidelines and terminology used by the Library of Michigan staff and explains the procedures to be used by public libraries. Information on the following is provided: the certification program; certification levels; obtaining and renewing certification; foreign transcript process; appeals process; state aid requirements; library requirements to meet state aid guidelines; and continuing library education. Also included are a glossary of terms and an Application for Public Librarian Certificate. Names and titles of Library of Michigan Board members, Board of Trustees members, legislative council, and alternate members are provided. (AEF)

ED 422 966 IR 057 168

Directory of Michigan Libraries, 1998-1999.
PUB DATE- 99
NOTE- 164p.; Supersedes earlier editions, see ED 418 733, ED 403 885, and ED 390 429.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Branch Libraries; Depository Libraries; Elementary Secondary Education; Higher Education; *Libraries; Library Associations; Library Networks; *Library Services; Public Libraries; Regional Libraries; Special Libraries; State Libraries
IDENTIFIERS- *Michigan

This directory provides information about various types of Michigan libraries. The directory is divided into 14 sections: (1) "Alphabetical List of Public and Branch Libraries Whose Names do Not Indicate Their Location"; (2) "Public and Branch Libraries"; (3) "Library Cooperatives"; (4) "Academic Libraries"; (5) "Regions of Cooperation"; (6) "Regional Educational Media Centers"; (7) "Regional and Subregional library and information center management in a conceptual framework as it examines dynamics within the organization (missions, goals, policies and programs, people), as well as the external forces, such as users and funding authorities, that encourage change. Focusing on the complex and interrelated functions common to all organizations and their managers, this book covers the entire spectrum: (1) "Management Development: A Historical Overview"; (2) "The Planning Process"; (3) "Organizing"; (4) "Staffing"; (5) "Directing"; (6) "Principles of Control"; and (7) "Changing Library and Information Systems." The current edition features expanded sections on the change process, strategic planning and management, and managing conflict in a technology-intense environment. Charts, diagrams, and appendixes of library policies, procedures, organizations, and other forms illustrate the text. Contains an index. (Author/AEF)

ED 422 985 IR 057 188

Donham, Jean
Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists.
PUB DATE- 98
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Planning; Elementary Secondary Education; Leadership; Library Administration; *Library Development; *Library Services; Program Development; Program Implementation; *School Libraries; Strategic Planning

This guide demonstrates strategic ways of developing and implementing successful library media programs and offers step-by-step strategies for achieving a balance between leadership and collaboration. The book is divided into two parts. Part I: "The Environment" addresses the components of the school environment--the students, curriculum and instruction, principal, school district, and community. A separate chapter is devoted to each of these five components in order to show how the library media program can interact with these elements to enhance learning. Part II: "The Library Media Program" addresses specific strategies that may be particularly helpful in allowing the library media program to go beyond being a warehouse to being an active player in teaching and learning. Chapters include: "Collaborative Planning"; "Scheduling Library Media Activities"; "Collection"; "Literacy"; "Technology"; "Information Literacy"; "Assessment of Student Work"; and Program Evaluation." Sources for further reading and subject and author indexes are included. (Author/AEF)

ED 422 986 IR 057 189

Ross, Catherine Sheldrick; Dewdney, Patricia
Communicating Professionally. A How-To-Do-It Manual for Library Applications. How-To-Do-It Manuals for Librarians, Number 58. Second Edition.
PUB DATE- 98
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Community Colleges; Higher Education; Instruction; *Learning; *Student Needs; Teacher Education; Teacher Effectiveness; Teacher Role; Teaching Methods; *Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- New Hampshire Community Technical Colleges

This annual serial volume contains 13 articles offering practical pedagogical ideas from faculty at New Hampshire Technical Colleges. After a brief preface, the following articles are presented: (1) "Variety Is the Spice of Learning," by Sandra Cole; (2) "Separating the Wheat from the Chaff at the Annual Conference," by Diana Wyman; (3) "Teaching College the 'Preschool Way' Yes I'm Sure," by Anita W. French; (4) "Lessons Learned from My Mentorship with Judy Honsinger," by Mary N. Boyle; (5) "A Novice Teacher Reflects on Developing a Teacher Portfolio," by Joe Perron; (6) "From the World of Becoming into That of Being: A Way of Learning," by Paul Marashio; (7) "Articulation Plan Between Physical Therapy Assistant and Physical Therapy Programs," by Laurie Clute; (8) "General Education Balance," by Nancy Marashio; (9) "Slow Down, Mr. Eddy, Puh-leeze: Disorderly Teaching (With an Attention Deficit," by Greg Eddy; (10) "Advising Students toward Responsible Behavior," by Joan Holcombe Larsen; (11) "A Letter from the Heart," by Nancy Roy and Susan Welsh; (12) "History Repeats Itself: Process Writing and the Classical Trivium," by Jane Whittington; and (13) "Language Disability, Literacy, and Open-Access Education: A Case Study," by Marion B. Schafer. (Contains 10 references.) (AS)

ED 423 007 JC 980 403

Roberts, Jimmy D.; Williams, Wanda L.
Teaching the SCANS Competencies across the Curriculum.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Postsecondary Education; Secondary Education; *Skill Development; *Student Development; Student Needs; Teacher Role; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

This document serves as an instructional text for teaching students the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies. The SCANS competencies encompass basic skills (reading, writing, and arithmetic), thinking skills (creative thinking, decision-making, reasoning and problem-solving), and personal qualities such as self-esteem and honesty. Specifically, the five competencies are (1) resources, identifying and allocating means; (2) interpersonal, working well with others; (3) information, acquiring and using knowledge; (4) systems, understanding complex relationships; and (5) technology, working with a variety of technologies. This report provides a presentation outline for teaching the SCANS skills, and identifies eight objectives for teaching them across the curriculum, which include identifying places in the curriculum where SCANS competencies should be taught, and

(140)
DESCRIPTORS- Brain; Childhood Needs; *Children; *Counties; *Day Care; Day Care Centers; Day Care Effects; Employed Parents; Family Day Care; Family Needs; Infants; School Age Day Care; Statistical Surveys; Tables (Data); Welfare Recipients
IDENTIFIERS- Availability (Programs and Services); Child Care Costs; Child Care Needs; *Day Care Quality; *Ohio; Parent Needs

This document, the first in the "For Children For Ohio's Future" Kids Count series, explores the link between quality child care and healthy brain development. It documents child care needs, availability, and costs in Ohio, and shows that despite an increase in the number of child care facilities since 1995, not all programs can meet the needs of working parents. County data are provided to enable policymakers and others to examine local needs. The report begins with a discussion of child care quality and its relation to child outcomes. Findings of the report indicate that child care costs are high for low-wage working parents, child care tax credits reduce costs for middle-income working families, and that all Ohio families receive some form of assistance with higher education costs. Child care needs are growing in Ohio, with nearly half of infants and toddlers needing child care and school-age children needing adult supervision. State payments often do not cover the costs of child care, and many eligible parents do not know about available assistance. The bulk of the report is comprised of summaries of county information. Statistics for each county show average child care costs, the number of parents and children on welfare from 1995 to 1997, parents receiving child care assistance. A description of available child care choices is included. The report concludes with notes and definitions. (Contains 52 references.) (KB)

ED 423 027 PS 026 715

Dodd, Arleen Theresa; Wilson, Jeanne T.
The Playfulness of Toddlers in Adult-Directed, Adult-Assisted, and Exploratory Play Contexts.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for the Study of Play (24th, St. Petersburg, FL, February 20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Child Relationship; *Child Behavior; Interaction; *Play; *Toddlers
IDENTIFIERS- *Adult Child Relationship

This study examined the playfulness of toddlers, ages 18-24 months, participating in a situational context with a non-maternal adult play partner. The goal was to investigate adult interaction styles and outcomes in terms of children's playful dispositions. Play behaviors were observed and coded from videotapes. A qualitative analysis of exploration sessions for effect of parental and experimenter neutrality on the child involved simple notes and a rating of general emotional tone. Parents' perceptions of their child's playfulness were assessed using the Child Behaviors Inventory. Findings suggest that toddlers are more playful in adult-directed play than in adult-assisted play. (JPB)

ED 423 028 PS 026 731

Starzec, Kem E.

attachment to parents; (15) impact of the parent-teacher relationship on infant attachment to the teacher; (16) boy and girl differences in attachment; (17) intergenerational consequences of attachment; (18) relation of attachment and temperament; (19) predictive value of attachments to mother and father for later socioemotional functioning; and (20) how child care providers can promote secure attachment, offering numerous specific suggestions for child caregivers. (Contains 124 references.) (KB)

ED 423 044 PS 026 803

Healthy Start: Preliminary Results from National Evaluation Are Not Conclusive. United States General Accounting Office Report to Congressional Requesters.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Evaluation Methods; *Evaluation Problems; Evaluation Utilization; *Federal Programs; Health Promotion; *Infant Mortality; Infants; Mortality Rate; National Programs; Prevention; Program Effectiveness; Program Evaluation
IDENTIFIERS- Congress 105th; *Healthy Start Program; United States

Healthy Start is a 5-year program that encourages community-based strategies for reducing infant mortality. This report addresses Congressional concerns of preliminary evaluation results reported by the press concerning the program's efficacy. The report strives to answer three Congressional concerns: (1) the plan for the national program evaluation; (2) what the contractor hired to evaluate the plan's preliminary results has found thus far; and (3) what is expected from the final evaluation. The report concludes by noting that since the national evaluation of the Healthy Start program has yet to be completed, preliminary results should not be interpreted as conclusive. The final report on the national evaluation will include an extensive description of the program, indicate whether it has reduced infant mortality rates at Healthy Start sites, and provide an analysis of how program characteristics have influenced outcomes. The final evaluation report will analyze 4 years of data, though it is noted that this may be insufficient for judging the success of the program. Analysis of the fifth year will be done, but will not reflect as many years of mature program operation as possible; thus, a sixth-year evaluation is strongly suggested. (SD)

ED 423 045 PS 026 825

Zukauskas, Julie A.
Improving Cooperative Behavior through the Use of Social Skills Instruction.
PUB DATE- 98
NOTE- 54p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Change Strategies; *Cooperation; Cooperative Learning; Elementary Education; *Elementary School Students; *Interpersonal Competence; *Listening; Peer Relationship; Program Effectiveness; Prosocial Behavior;

strategy to direct support toward improved well-being for children and families. This discussion paper draws on interviews, case studies of six CCIs, and transcriptions of focus groups from the study "Voices from the Field" to explore the ways that foundations can reduce the space or distance that frequently exists between them and the CCIs they support. This space can be characterized by distrust and dishonest exchange and struggles over power and accountability that can serve to diminish CCI effectiveness and dilute the learning that the experience might otherwise generate. The paper examines the roles foundations choose to play in CCI design, governance, and implementation. It identifies building trust and managing expectations and accountability as two tasks that, if performed inadequately, serve to divide CCIs from their foundation sponsors. In concluding, the paper suggests approaches that could help foundations and CCIs establish more effective operating partnerships. These approaches take into account the decision to commit to work in a community and to the CCI process, the relationship of that commitment to other foundation programming, the coordination of effort with other foundations working in that community, the creation of productive relationships within a community, the need to accelerate the development of knowledge about particularly problematic issues, and the value of a coach as keeper of the CCI vision. The paper also suggests that a similar inquiry, focused on the steps community partners in CCIs might take to enhance working relations, could be profitable. Contains 20 references. (Author)

ED 423 063 PS 026 901

Schuerman, John R.
Best Interests and Family Preservation in America. Discussion Paper.
PUB DATE- 97
NOTE- 20p.; Paper originally presented at the "In the Best Interest of the Child" conference (Jerusalem, Israel, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Child Neglect; *Child Welfare; *Family Life; Family Problems; *Family Programs; Family Relationship; Family (Sociological Unit); Public Policy; Welfare Services
IDENTIFIERS- *Best Interests Standards for Child Custody; *Family Preservation Services

There has been widespread acceptance of the principles of family preservation as congruent with the best interests of children in situations of abuse and neglect. This paper discusses the "best interest" ideas articulated by Joseph Goldstein, Anna Freud, and Albert Solnit in the books "Before the Best Interests of the Child" and "Beyond the Best Interests of the Child." The paper compares those ideas with the principles underlying child welfare decision-making. These principles are: reasonable efforts, permanency planning, and the least restrictive alternative. The paper addresses some of the problems in the implementation of these principles, particularly as manifested in the family preservation ideal. The backlash against family preservation is considered, and some considerations for the reform of the child welfare system are suggested. (JPB)

ED 423 064 PS 026 902

DESCRIPTORS- Change Strategies; Community Action; Community Development; Community Support; Family Programs; *Finance Reform; Financial Exigency; Financial Policy; Financial Problems; *Private Financial Support; Public Sector; *Public Support; *Social Services; Tax Allocation; *Young Children
IDENTIFIERS- *Public Private Partnership Programs; Tax Bases; *Welfare Reform

This paper examines strategies for state and local leaders to finance supports and services for young children and their families in the wake of welfare reform. It focuses on strategies for revenue reform and for creating public/private partnerships to provide decision makers with current and relevant information on a variety of effective tools that can be used to support early childhood. The sections of the paper are as follows: (1) an introduction focusing on how increasing pressures on state and local budgets and the special challenges faced in financing early childhood supports and services can result in financial innovations; (2) "Revenue Reform Strategies," including expanding the state and local revenue base, aligning tax policies with changing economic and demographic conditions, diversifying and balancing tax systems to capture new revenue, targeting tax relief, and earmarking revenue; and (3) "Strategies to Create Public/Private Partnerships," such as employer initiatives to expand and improve services, leveraging private resources for community development, and creating comprehensive community support systems. (KB)

ED 423 083 PS 026 979

Dietz, Michael J., Ed.
School, Family, and Community: Techniques and Models for Successful Collaboration.
PUB DATE- 97
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperation; Decision Making; Elementary Secondary Education; *Family School Relationship; Parent Education; *Parent Participation; Parent Role; Parent Student Relationship; Parenting Skills; *Partnerships in Education; Program Descriptions; *School Community Relationship; Self Evaluation (Groups); Volunteers
IDENTIFIERS- Epstein (Joyce L)

This publication is designed as a resource for practitioners to develop proactive practices that promote positive parent, family, and community relationships with schools. The strategies proposed are based on Epstein's 6-type model of parent and family involvement. Chapters 1 through 6 provide a comprehensive look at promoting and developing school and district relationships with the parents and the community. Sample assessment tools presented in Chapter 1 provide a means for school leaders to determine strengths and targets for growth in developing relationships with the school community. Chapters 2 through 7 discuss the six types of involvement that create a comprehensive program: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. Each of these chapters describes programs that have been designed and implemented by school, district, or state leaders. Included in each program

IDENTIFIERS- Community Viability; Impact Studies; *North Dakota

The number of public high school districts in North Dakota declined from 256 to 186 during 1970-94; 22 school districts were eliminated in the last 5 years of that period. A survey was conducted in eight communities (four pairs) that had gone through school district consolidation and school closing during 1991-94. Community populations in 1994 ranged from 45 to 696, and 6 communities had experienced recent population declines. Schools that closed had 47-97 students in their last year, while consolidated schools had 75-677 students in 1994. Responses were received from 601 of 2,190 residents surveyed and covered perceived reasons for school consolidation; impacts on community social infrastructure, retail trade, and quality of life; consequences for students; and ease of transition. In the past 10 years, participation in community organizations increased in host (receiving) communities and declined in vacated (school-closing) communities, while retail trade and number of businesses declined in both types of communities. Quality of life scores did not differ by type of community before consolidation, declined in both types after consolidation, and were considerably lower in vacated communities than in host communities after consolidation. Both groups felt that students were better off academically and socially after consolidation, and that having public meetings was the most important factor in easing the process of consolidation. (Contains 19 references and many data tables and figures. Appendices contain enrollment and employment data for North Dakota, interview questions, and the survey questionnaire.) (SV)

ED 423 101 RC 021 654

Reyes, Raymond

A Native Perspective on the School Reform Movement: A Hot Topics Paper.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 98

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- American Indian Culture; *American Indian Education; Cooperative Learning; Cultural Exchange; Educational Needs; Educational Strategies; Elementary Secondary Education; *Experiential Learning; *Holistic Approach; Integrated Curriculum; *Student Evaluation

In the most recent wave of school reform, educators are beginning to move past learning about American Indian culture, to learning from Indian cultural ways and using them to improve their instructional practice. Recent developments in federal educational policy, such as the Improving America's School Act and Goals 2000 have opened the door to exciting changes in education. This legislation breaks down the bureaucratic barriers between programs and attempts to encourage creativity and control at the local level. This paper suggests that Title IX Indian Education programs, Title IX parent committees, tribes, and the general Indian community must seize this moment to advocate for the reforms that work best with Indian students. This document examines areas in which European Americans can learn about the learning process from Indian people. American Indian students have been poorly served by the factory model of education, with its rote learning, competitive atmosphere, and standardized testing. For thousands of years, overall and within each attitude component. This was confirmed by the correlation between the scores of students taking the course and the scores in two of the attitude components, cognitions and behavior. Overall attitudes toward the environment did not change significantly over the school year, although there was some positive movement within certain areas, especially cognitions and behavior. Items that had the largest positive shift in attitude for both groups concerned recycling. There was no evidence to indicate that completion of the course was related to attitude change. The stronger pro-environmental stance exhibited by the environmental science students was probably related to their interest in the environment and therefore the reason for choosing to take the course. (Contains 69 references.) (Author/PVD)

ED 423 120 SE 061 709

Abdo, Pamela J.; Chan, Amy E.; Englund, Tonya R.; Liljegren, Roy D.; Mielenhausen, Steve E.; Van Fossen, Margaret A.
Increasing Student Science Achievement through Application of Strategies Learned in Reading Class.
PUB DATE- 98
NOTE- 92p.; Master's Action Research Project, St. Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Action Research; Educational Strategies; Grade 6; *Interdisciplinary Approach; Intermediate Grades; Middle Schools; *Reading Comprehension; *Science Curriculum; *Science Education; *Student Motivation
IDENTIFIERS- Iowa; Middle School Students

This report describes a program designed to increase students' knowledge in the science content area utilizing reading comprehension strategies. The targeted population consisted of grade 6 middle school students in a growing urban community in eastern Iowa. The students demonstrated poor comprehension of their science textbook. Data also revealed that these students produced work of substandard quality and lacked motivation. A review of solution strategies suggested by cited authors, combined with an analysis of the problem setting, resulted in the selection of one major category of intervention designed to increase class participation, the base knowledge of science, and motivation. The study yielded few perceptible increases in student achievement, student participation, or application of reading skills to science activities for students in the experimental groups as compared to students in the control group. Students in the experimental group stated that they felt that studying science in both reading and science class was helpful. (Contains 52 references, 10 appendices, and numerous tables and charts.) (DDR)

ED 423 121 SE 061 720

Klammer, Joel
An Overview of Techniques for Identifying, Acknowledging and Overcoming Alternate Conceptions in Physics Education.
PUB DATE- 98
NOTE- 39p.; 1997-98 Klingenstein Project Paper, Teachers College, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; *Epistemology; *Equal Education; *Males; Middle Class Standards; Philosophy; Primary Education; *Science Education; *Scientific Methodology; Sex Differences

Although a great deal of attention since the late 1970s has been given to the masculine construction and practice of science, this critique has not completely entered the realm of school science. To the extent that it has, it has largely been deployed to depict the disadvantage that female students find themselves at as they negotiate within this curricular realm. Some work has focused on male students' constructions of masculinities and their often deleterious effects in the classroom, but it has not specifically addressed the school subject of science. This paper interrogates what this masculinized image and structure of science means to boys--then by extension, to girls as well--in our science classrooms. Using data gathered during primary school science lessons, some of the ways in which school science serves to recapitulate a middle class, hegemonic version of masculinity is examined. Whereas the literature around the formation and expression of working class masculinity stresses the importance of the "physical" in coming to a true masculine identity, school science serves as a nice example to illustrate how a middle class version of masculinity focuses on the mind rather than the body. Some implications for the discipline of science and for science classrooms, both in terms of the structure of the school science curriculum and the pedagogies used to convey that curriculum, are also discussed. (Contains 85 references.) (Author/NB)

ED 423 144 SE 061 789

Taber, Susan B.
Learning To Teach Math Differently: The Effect of "Investigations" Curriculum on Teachers' Attitudes and Practices.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Instructional Materials; *Investigations; *Mathematics Instruction; Mathematics Teachers; *Professional Development; *Teacher Attitudes; Teaching Methods

A number of initiatives have been successful in helping teacher change their knowledge and practices in teaching mathematics. This paper reports on the results of a reform effort using curriculum materials as a vehicle for change. The professional development program called "Insights and Investigations" incorporated four types of professional development experiences. Teachers met monthly in grade-level sessions with one of three mathematics educators on the Delaware SSI/PRoject 21 staff in order to get collegial support and encouragement as they implemented "Investigations" in their classrooms. According to the teacher participants, the combination of utilizing "Investigations" curriculum units in the classroom, having the opportunity to do "Investigations" with their colleagues before teaching it in the classroom, reflecting on

Scher, Linda; Johnson, Mary Oates
China: Culture Kit: Activities, Projects, Poster, Audiotape, and Map. Grades 1-4.
PUB DATE- 96
NOTE- 64p.; A full-color poster and map accompany this document.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian Studies; *Chinese Culture; Culture; Elementary Education; Foreign Countries; Instructional Materials; Multicultural Education; *Non Western Civilization; *Social Studies
IDENTIFIERS- *China

This kit contains projects and activities to acquaint elementary students with the rich culture of China. Students may listen to an audiotape that features songs, stories, an interview with a child, and a mini-lesson on the Chinese language. The book is filled with background information on China, recipes, games, poems, folk stories, craft projects, and cross-curricular activities. A places-and-faces poster and a colorful map complete the culture kit. (EH)

ED 423 168 SO 028 516

Scher, Linda; Johnson, Mary Oates
Candidates, Campaigns, & Elections: Projects, Activities, Literature Links. Grades 4-8.
PUB DATE- 96
NOTE- 79p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elections; Instructional Materials; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Mass Media Effects; *Political Campaigns; *Political Candidates; Political Issues; *Politics; *Presidential Campaigns (United States); Social Studies; United States History; Voting

This resource book provides activities about elections and campaigns that involve students in active learning. The book introduces students to the organization of government and how politicians present themselves and are covered by the media. The activities include literature links, primary sources, and maps and charts for tracking results. The sections include: (1) "Elections Basics"; (2) "Using Newspapers and Television to Teach about Elections"; and (3) "Election Fever." Background information is provided for each section, along with activities and reproducible student pages. (EH)

ED 423 169 SO 028 533

Meltzer, Milton; Saul, E. Wendy, Ed.
Nonfiction for the Classroom: Milton Meltzer on Writing, History, and Social Responsibility.
PUB DATE- 94
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

cognitive and perceptual processes. Choral students received music training in the mechanics of note and rhythm reading. Learning occurred through the discovery of correct tempo, rote and emulation concepts, music imaging (audiation), and developing mental presets. Cognitive applications, verbalizing goals and expectations, and the importance of the director's daily dispositions were discussed as vital elements of instruction. After 8 months of training, the lower quartile students raised their average score from 4.5 points to an average score of 16.7 points out of 40 points on the Arizona State Sight-Reading Testing Instrument. The second quartile raised their average score from 7.3 to 18.6 points. The third quartile raised their average score from 11.3 to 25.8 points, while the highest quartile raised their average score from 22.7 points to an average score of 35.7 points. (Author/EH)

ED 423 194 SO 029 183

Webb, Farren; Thomas, Cynthia; Bohan, Bridget; O'Hotto, Twila
Conflict Activity Cards. Grades K-5.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict; *Conflict Resolution; *Decision Making; Elementary Education; Instructional Materials; Peace; *Problem Solving; Prosocial Behavior; Social Cognition; Social Control; Social Studies

These activity cards represent a way for teachers to supplement the content of the curriculum with activities that address the concept of conflict. Students become aware of conflicts in their lives and discover individual methods for coping with those conflicts. The cards contain action-oriented activities to enable students to learn through active participation and first-hand experience. Each card presents a conflict concept based on identified objectives of the unit and then provides opportunities for application of the concept to other real life or personal situations. The cards are loosely arranged in ascending order according to the objectives and can be adapted to fit different age groups and students. Objectives include: (1) recognize and identify various kinds of conflict; (2) discover the presence of conflict in every day life; (3) recognize the presence of power, emotion, and violence in conflicts; (4) identify and understand all sides of a conflict; (5) accept responsibility for one's actions in conflict situations; (6) practice negotiation skills; and (7) generate alternative ways of resolving or coping with conflict. (EH)

ED 423 195 SO 029 184

Webb, Farren; Thomas, Cynthia; Bohan, Bridget; O'Hotto, Twila
Conflict Activity Cards. Grades 6-8.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

teaching and their learning. The students reflected on their own experiences as students in university classes to analyze the dynamic interactions between teaching and learning. A group of 75 preservice teachers used the framework over 10 weeks. The framework involved three phases: analysis, synthesis, and theorizing about teaching and learning. The phases supported the students in analyzing the relationship between teaching and learning. Various teaching strategies provided students with a range of teaching experiences to consider in light of their own learning and for analysis according to the proposed three-phase framework. Students reflected on their class experiences after each laboratory class, documenting how they learned by using the reflective framework. They collated personal and social factors that influenced their learning into a personal learning profile and theorized about the factors and how they related to each other. At the end of 10 weeks, students used their reflections to generate a personal model of teaching and learning. Results showed that all students could identify influential factors and collate them into personal learning profiles. The framework supported all 75 preservice teachers in analyzing teaching and learning, though they theorized about the relationship to varying extents. (Contains 17 references.) (SM)

ED 423 217 SP 038 130

Collinson, Vivienne; Killeavy, Maureen; Stephenson, H. Joan
Exemplary Teachers: Practicing an Ethic of Care in England, Ireland, and the United States.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Ethics; Foreign Countries; *Moral Values; Secondary Education; Secondary School Teachers; Student Attitudes; *Teacher Attitudes; *Teacher Characteristics; Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- *Caring; England; *Exemplary Teachers; Ireland; Respect; United States

This study involved a cross-cultural analysis of exemplary teachers' dispositions and the philosophical beliefs that underpinned and informed the ethical dimension of their roles. Four exemplary secondary teachers from each of three countries (England, Ireland, and the U.S.) participated. Participants completed a pre-interview survey then engaged in a 2-3 hour semistructured interview. Researchers audiotaped and transcribed the interviews and conducted follow-up conversations for clarification when necessary. Results indicated that the exemplary teachers viewed respect as a vital foundation for students' best learning and a prerequisite for effective teaching. They worked hard to know students by using multiple sources of knowledge (e.g., solicited critique, dialogues and questions, knowing students informally, knowing from colleagues, and knowing students' cultures). Teachers structured classes to encourage oral and written dialogue that revealed students' thinking. They encouraged student-student and teacher-student relationships. They were able to find a balance among respect for students as human beings, for student individuality, for student success, for the profession, and for discussions held among winners of the First Class Teachers Award sponsored every year by Sallie Mae, a corporation dedicated to education. Focus group discussions with winning teachers addressed such issues as: what the first year was like; what the toughest challenges were; what principals and administrators can do to help; what colleges and universities should know in order to prepare preservice teachers for the real world of teaching; what the greatest rewards were; how the students influenced the experience; whether preparation was sufficient; and what insights experienced teachers had to offer new teachers. The booklet provides resources for further information, offers a checklist of tips from first-year and veteran teachers, and presents acknowledgments of teachers who helped make the book possible. (SM)

ED 423 237 SP 038 163

World Education Report 1998. Teachers and Teaching in a Changing World.
PUB DATE- 98
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Computer Uses in Education; *Educational Policy; *Educational Quality; *Educational Technology; Educational Trends; Elementary Secondary Education; Enrollment Trends; Foreign Countries; Higher Education; Preservice Teacher Education; Teacher Characteristics; *Teacher Effectiveness; Teacher Evaluation; Teacher Role; Teachers; Teaching Conditions
IDENTIFIERS- UNESCO

This report, the fourth in UNESCO's series of World Education Reports, reviews recent trends and developments in education and educational policy affecting the world's 57 million teachers (1995). Chapter 1, "Introduction," reviews the issue. Chapter 2, "The Changing Status and Profile of Teachers," includes the Recommendations Concerning the Status of Teachers (which was adopted by a special intergovernmental Conference convened jointly by UNESCO and the International Labour Organization in Paris in 1966); the global pressures of student enrollments; the changing educational policy environment; and the emerging status and profile of teachers. Chapter 3, "Teaching Contexts and Pressures," discusses the concern for quality and relevance; trends toward monitoring and evaluation; the pressure on teachers; teaching and learning conditions; teacher education; and assessing teachers' effectiveness. Chapter 4, "Teachers, Teaching, and New Technologies," discusses hesitation toward the new technologies; key technological trends and developments; toward virtual learning environments; and implications for teachers and teaching. The four appendixes offer statistical notes, regional tables, world education indicators, and national reports and UNESCO reports, publications, and periodicals concerning education 1995-97. (SM)

ED 423 238 SP 038 164

Fitzsimons, Patrick; Fenwick, Penny
Teacher Competencies and Teacher Education: A Descriptive Literature Review.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

This study was conducted to determine the positive or negative relationship between school athletic program participation and the academic achievement of students in the 4th through 11th grades as measured by the California Tests of Basic Skills (CTBS). CTBS tests are taken in grades 4 and 11 and their scores are compared to scores from students in the rest of the United States. The comparison yields percentiles in which the students are placed, and it is these percentiles that are used in this study. Athletic programs are programs in which a student can participate in an extracurricular sporting activity. In this study, both male and female students who either did not play sports at all or who participated in school-sponsored baseball, basketball, cheerleading, football, golf, softball, or tennis at any time from the 4th grade through the 11th grade were eligible. Twenty students formed the experimental group, and 20 made up a control group. Each group was further subdivided into 10 boys and 10 girls. The four groups were classified into boys who did not play sports and girls who did not play sports (control groups), and two experimental groups: boys who played sports and girls who played sports. The evaluation of the data showed no significant differences in the CTBS percentiles of any of the groups in this study. The boys and girls of the experimental group and the boys and girls of the control group showed no significant differences when analyzed together. CTBS test percentiles of all groups fluctuated from 4th through 11 grades, but the fluctuation was not enough to show significance in this study. Five appendixes contain information on the scores and their statistical analyses. (Contains 7 graphs, 20 tables, and 27 references.) (SLD)

ED 423 256   TM 028 991

Bishop, John
Do Curriculum-Based External Exit Exam Systems Enhance Student
  Achievement? CPRE Research Report Series Report #40.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Curriculum; Demography;
  Elementary Secondary Education; Foreign Countries;
  International Education; *National Competency Tests; Standards;
  *Test Use
IDENTIFIERS- *Exit Examinations; *External Examination Program;
  International Assessment of Educational Progress; National
  Assessment of Educational Progress; Scholastic Assessment
  Tests; Third International Mathematics and Science Study

It is claimed that curriculum-based external exit examination systems (CBEEES) based on world class content standards will improve teaching and learning of core subjects. Skeptics point out that Americans already take lots of tests, but advocates claim that CBEEES have uniquely powerful incentives because of characteristics that include their real consequences and external nature. They are assumed to transform the signaling of student achievement, changing the resources made available to schools and the priorities of school administration and teaching. The hypothesis that CBEEES improve achievement was studied by comparing nations, states, and provinces that do and do not have such systems. Four different data sets were examined: (1) science and mathematics achievement in the 40-

Higher Education; Interactive Television; Research Methodology; Student Evaluation; *Test Construction; Test Use

This report is a summary of research that was recently conducted with instructors of distance learning programs. Sixty-two professors from 10 categories of courses completed an e-mail survey. The advantages and disadvantages of assessments seemed to revolve around the key issues of time, synthesis or knowledge acquisition, subjective or objective grading, and the real world. The four types of assessments most commonly mentioned were case studies, examinations, papers, and projects. The power of case studies was identified as their current, real-world application of concepts. They were used for improvement feedback, to evaluate, to facilitate learning, and to measure application and understanding. Examinations, the most traditional form of assessment, were cited for feedback and grading. Papers were most commonly used for the detailed analysis of one subject area, while projects were used by the instructor to help students set goals, evaluate the instructor, and provide grades. Quality was being maintained by these professors in generally informal ways, with comparisons and reviews of the assessments themselves being common approaches. In these distance learning situations, e-mail was the most common way students submitted work, although students used site facilitators or dropped off work when possible. Users were divided about the advantages and disadvantages of different delivery methods for lessons and assessment. Text delivery of content was a difficult area to define, but the typical course mailed a syllabus, learning resources, and text books to the student, who turned in assignments by e-mail, the Internet or fax. Cheating on assessments was the most emotionally charged issue in the study, with even defining cheating being difficult at the distance learning level. The first appendix discuses the study methodology and the e-mail survey, the second presents the interview guide, and the third is the survey itself. (SLD)

ED 423 274 TM 029 079

Dirks, Matthew
Developing an Appropriate Assessment Strategy: Research and Guidance for Practice.
PUB DATE- 97
NOTE- 27p.; Paper presented at the NAU/web.97 conference (Flagstaff, AZ, June 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cheating; *College Faculty; *Distance Education; Educational Assessment; Educational Objectives; *Electronic Mail; Feedback; Grading; Higher Education; Interactive Television; *Internet; Literature Reviews; Research Methodology; Student Evaluation; *Test Construction; Test Use

Some of the major research in the area of assessment, concentrating on distance learning, is reviewed, and a strategy that can be used as a guideline for assessment of distance learning, and particularly World Wide Web-based courses, is introduced. A review of assessment strategies confirms that a balance between knowledge acquisition and conceptual change tools will offer the greatest learning potential. One of the most difficult parts of developing an assessment strategy is determining the value of each assessment and how each assessment should influence the final grade. In the course of form. There was little substantive difference in score information or the standard errors of ability estimates due to the type of rounding (integer versus half point), above the floors of three of the four tests, but in the fourth (11th grade reading) there was less error in the integer-rounded ability estimates at the lower portion of the scale. Integer-rounded estimates generally produce slightly larger predicted percent of maximum (test) scores, though not throughout the entire ability range of all the four tests studied. The expected larger positive differences or rounding bias for number correct estimates were observed. Within-subject differences between scale score estimates derived using integer versus half-point scores were generally small for both pattern and number correct ability estimates. The lack of substantive improvement in measurement precision that could be attributed to half-point rounding, coupled with the documented instance of increased error induced by that type of rounding in a portion of the ability range of students taking one test, would seem to argue for rounding average ratings to the nearest integer. Rounding up gives the preponderance of students the benefit of the doubt concerning the acceptability of their responses. (Contains two tables, four figures, and eight references.) (SLD)

ED 423 291   TM 029 098

Wang, Lin; Fan, Xitao
Six Criteria for Survey Sample Design Evaluation.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Criteria; *Data Collection; Educational Research; Evaluation Methods; *Research Design; Response Rates (Questionnaires); *Sampling; *Surveys

The popularity of the sample survey in educational research makes it necessary for consumers to tell a good study from a poor one. Several sources were identified that gave advice on how to evaluate a sample design. The sources are either limited or too extensive to use in a practical sense. The purpose of this paper is to recommend six important yet practical criteria in evaluating the quality of a sample design in survey research. The six criteria are: (1) a clearly specified population; (2) an explicitly stated unit of analysis; (3) a specification of determining a desired sample size; (4) an informative description of the selection procedures; (5) a description of the response rate and nonrespondence treatment; and (6) demonstration of appropriate estimation procedures. For each criterion, discussion is focused on definitions, problems that are found in literature, and consequences of the problems. (Contains 26 references.) (Author)

ED 423 292   TM 029 099

Moore, Jenny
The Test of Phonological Awareness. Critique.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Education Research Exchange (College Station, TX, February 7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

convey information that is not completely explained by the grade. Well-written comments can give parents and children guidance on how to make improvements in specific areas. When written in a positive and informative manner, comments can address a variety of issues while maintaining the dignity of the child. Some phrases are suggested to indicate ways in which the child needs help. Teachers should be careful not to portray a child's ability as fixed and permanent, and they should be aware that the student will probably read the comments. Teachers should have many sources from which they can derive information on each child to support the comments made on the report card. The most commonly used sources of information are examples of student work and test results. Another rich source of information is the student observation. Observations should be documented for each child in a variety of situations. (Contains 10 references.) (SLD).

ED 423 310   TM 029 198

Rudner, Lawrence
Item Banking. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Testing; Difficulty Level; *Item Banks; Item Response Theory; *Test Construction; Test Items
IDENTIFIERS- ERIC Digests; *Rasch Model

This digest discusses the advantages and disadvantages of using item banks, and it provides useful information for those who are considering implementing an item banking project in their school districts. The primary advantage of item banking is in test development. Using an item response theory method, such as the Rasch model, items from multiple tests are placed on a common scale, one scale per subject area. The scale indicates the relative difficulty of the items, and items can be placed into the scale without extensive testing. New subtest and tests with predictable characteristics can be developed by drawing items from the bank. Another advantage of the item bank is that the test developer can "deposit" or "withdraw" items as needed. Large deposits can be made by merging the item bank with one from another district, and small deposits can come by adding only a few items. Another advantage to item banking is that it helps establish a language for discussing curriculum goals and objectives. However, item banking and item response theory are not cure-alls for measurement problems. Care and effort must still go into item writing. A great deal of work must go into preparation and planning. Computer experts should be available to: modify computer programs; establish a database system; and run packaged programs. The most crucial step is planning, which involves preparing and training those who will work with the item bank, the identification of the initial contents, and the identification of what the developer hopes to accomplish with the item bank. The start-up activities would mostly involve administrative activities and the data processing staff. Running the item bank then involves depositing new items, with field testing as necessary, and ensuring that the bank is used appropriately. As a service to instructional and curriculum of whom were students of similar prior achievement who attended a comparison school where CATAMA is not offered. The second study reports data from interviews with CATAMA participants (30 fifth graders and 15 seventh graders) and observations of the program in action. Growth in mathematics procedures achievement was about one-half a standard deviation higher for CATAMA participants than for students in the comparison sample. High levels of student engagement and cooperation were observed among participants. Students like being in CATAMA and working with a partner and a computer to strengthen their procedural knowledge and skills. The discussion suggests that CATAMA has many advantages, compared to other approaches for providing extra help in math, on several dimensions, including cost, capacity, and flexibility. (Contains 6 tables and 13 references.) (Author/SLD)

ED 423 327 UD 032 527

Slavin, Robert E.; Madden, Nancy A.
Success for All/Exito Para Todos. Effects on the Reading Achievement of Students Acquiring English. Report No. 19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Bilingual Education; Cambodians; Effect Size; Elementary Education; *Elementary School Students; *English (Second Language); Hispanic Americans; *Limited English Speaking; *Reading Achievement; Reading Programs; Urban Schools; *Urban Youth
IDENTIFIERS- *Success for All Program

While it is important to improve the outcomes of bilingual and English-only reading instruction for English language learners at all grade levels, there is a particular need to see that students are successful in beginning to read in the early elementary grades. One program that has achieved a great deal of success in meeting this goal is called Success for All, a comprehensive reform program for elementary schools, especially those serving many students at risk. This report presents data on the achievement of English language learners in schools in Philadelphia (Pennsylvania), Southern California, Houston (Texas), and Arizona that are implementing Success for All or Exito Para Todos (the Spanish bilingual adaptation of Success for All). The effects of Success for All on the achievement of English language learners are not entirely consistent, but in general they are substantially positive. In all schools implementing Exito Para Todos, effect sizes for first graders on Spanish assessments were very positive. The Houston study showed that this effect was more pronounced when schools were implementing most of the program's elements. The Philadelphia evaluation showed that even after transitioning to English-only instruction, Exito Para Todos third graders performed better on English assessments than control students who were primarily taught in English. For students in sheltered English instruction, effect sizes for all comparisons were also positive, especially for Cambodian students in Philadelphia and Mexican American students in California. (Contains 4 figures, 7 tables, and 31 references.) (Author/SLD)

ED 423 328 UD 032 528

Vogt, W. Paul; McKenna, Brian J.
Teachers' Tolerance: Their Attitudes toward Political, Social, and Moral Diversity.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Conservatism; *Diversity (Student); Elementary Secondary Education; Equal Education; Ethnic Groups; Focus Groups; *Graduate Students; Higher Education; Liberalism; Preservice Teachers; *Racial Differences; Surveys; *Teacher Attitudes; Teacher Education; *Undergraduate Students
IDENTIFIERS- *Tolerance

Teachers' tolerance and their attitudes toward diversity were studied through a survey of 521 graduate and undergraduate students. The majority of the graduate students were teachers pursuing master's degrees, and most of the undergraduates were in preservice teacher education courses. The surveys were related to political, social, and moral diversity. In addition to the survey responses, information on teacher attitudes was drawn from 8 focus group interviews with 77 inservice teachers, 18 whole class discussions, and 22 open-ended questionnaire completed by students. Most of the attitudes held by these educators were well-formed and not susceptible to change by comparatively fleeting influences, such as a discussion of issues. Intolerant beliefs and attitudes were held more strongly (as is the case with the general public) than tolerant beliefs or practices. Teachers and future teachers differed widely in their level of tolerance for diversity, and their responses were distributed almost as widely as those of the general public. Few extreme conservatives or extreme liberals were found. (SLD)

ED 423 345 UD 032 558

Mellander, Gustavo A.; Mellander, Nelly
Educational Excellence for Hispanics: A White House Initiative.
PUB DATE- 98
NOTE- 7p.; Paper delivered at the University of Puerto Rico (Mayaguez, PR, March 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; *Educational Quality; Elementary Secondary Education; *Equal Education; Ethnic Groups; Federal Government; *Government Role; *Hispanic Americans; *Public Agencies
IDENTIFIERS- *Hispanic American Students

The White House Initiative on Educational Excellence for Hispanic Americans and a White House Advisory Commission of leaders concerned with the education of Hispanic Americans sent a survey to 32 federal agencies. Results show that most agencies have not adequately monitored Hispanic participation in the educational programs they sponsored. The Commission and the Initiative have issues a report on the current state of Hispanic American education that paints a somber picture of the quality of education opportunities afforded most Hispanic Americans. A series of recommendations on steps the Federal

Lippert, Susan K.; Granger, Mary J.
Peer Learning in an Introductory Programming Course.
PUB DATE- 97
NOTE- 9p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Group Activities; Higher Education; Information Science Education; *Information Systems; Interaction; Introductory Courses; Peer Relationship; *Programming; Student Attitudes; Teaching Methods; Undergraduate Study

The role of Information Systems within organizations is constantly changing. Undergraduates concentrating in Information Systems need to acquire the knowledge and skills to compete in this dynamic arena. The undergraduate curriculum must not only address technical knowledge, but also communications and collaborative skills necessary for participation in the work environment. In order to provide an opportunity for students to combine these competencies, peer learning techniques were combined with the standard methods of teaching computer programming skills in an introductory programming course. These techniques allow students, as peers, to learn from and with each other. Student learning is promoted through peer/classmate interaction within a formal team setting. Learning occurs, not only from the instructor, but from and with other students; most peer learning exercises challenge the student to assume more of the learning responsibility. Peer learning techniques were implemented throughout the semester through small in-class group exercises and a larger final group programming project. This sharing of knowledge and group interaction created a better environment for learning subject matter that is often considered very difficult. Students enjoyed working with each other and their level of anxiety decreased. Although the focus of this paper is on a specific course, many of the activities can be implemented in other technical or non-technical courses. (Contains 16 references.) (Author/AEF)

ED 422 925   IR 057 083

Urbaczewski, Andrew; Urbaczewski, Lise
Beyond Course Availability: An Investigation into Order and Concurrency Effects of Undergraduate Programming Courses on Learning.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Higher Education; Information Science Education; Instructional Effectiveness; Introductory Courses; *Programming; *Programming Languages; Student Attitudes; Student Surveys; Teaching Methods

The objective of this study was to find the answers to two primary research questions: "Do students learn programming

Pages

This paper addresses problems and issues that arise in electronic communications, and offers guidelines and etiquette. Topics covered include: (1) drafting an electronic message, including width of messages, abbreviations and smileys, salutation, name, author address, and responding to a message; (2) "Webtiquette" (i.e., guidelines for World Wide Web page development); (3) design guidelines for voice mail and automated answering services; (4) pager emotimetric codes; and (5) problems and issues, including flames, privacy, and lead time for e-mail. (AEF)

ED 422 946 IR 057 104

Wiley-Patton, Sonja
Hawaii's Electronic School Project: A Cure or Another Creation of the God of Technology?
PUB DATE- 97
NOTE- 12p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Case Studies; Computer Uses in Education; Educational Change; Educational Development; *Educational Improvement; Elementary Secondary Education; *Information Technology; Instructional Innovation; Pilot Projects; Standardized Tests; *State Programs; Technological Advancement; *Telecommunications
IDENTIFIERS- Connectivity; *Hawaii; *Technology Integration

This paper presents a qualitative description of one of Hawaii's educational reform projects: the Electronic School Pilot Project, an innovative method of integrating advanced telecommunications technology into the classroom as a proposed cure for statewide inadequate or low performance on national standard exams (e.g., ACT and SAT). The telecommunication evolution and the technology processes involved with the project are explored. This presentation triangulates education, technology, and policy to introduce an integrated view of the pilot program. A brief literature review conveys support and opposition related to the subject of telecommunications technology in the classroom. Conclusions and recommendations reveal the structure, definition, technological procedures, and concerns of the Electronic School Pilot Project. (Contains 20 endnotes and approximately 15 references.) (AEF)

ED 422 947 IR 057 105

Ghafarian, Ahmad; Sisk, Kathy A.
Developing a Computer Information Systems Curriculum Based on an Industry Needs Survey.
PUB DATE- 97
NOTE- 8p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; *Curriculum

Libraries"; (8) "Michigan Documents Depository Libraries"; (9) "Federal Documents Depository Libraries"; (10) "Michigan State Agency Libraries"; (11) "Special Libraries"; (12) "Library Associations"; (13) "School Libraries"; and (14) "Directory Update Form." Alphabetized in some sections by city and in some sections by title of organization, each entry includes address, phone and fax numbers, and a contact name, which is most often a director. For many of the listings, telecommunications-device-for-the-deaf (TDD) number, and electronic mail addresses are offered as well. Hours of operation are provided for public libraries and branch libraries. For many of the academic library listings, Web sites are included. Functioning as a search aid, an introductory section features cross-references to city or town listings from many public library names that do not mention or describe the library's location. (AEF)

ED 422 967 IR 057 169

Prentice, Ann E.
Financial Planning for Libraries. Second Edition. The Library Administration Series, No. 8.
PUB DATE- 96
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Environment; *Financial Needs; Financial Support; Government Role; Information Technology; Internet; *Library Administration; Library Expenditures; *Library Funding; Library Services; *Program Budgeting; Trend Analysis
IDENTIFIERS- Library Growth

This new edition retains the underlying principles which distinguished the earlier volume: the impact of the economic environment on libraries, the interrelations of financial and service planning, attention to budgeting, and realistic appraisal of the prospects for the support of libraries. Added to this foundation are the economic and governmental base of the 1990s and the impact of new technology and the emerging information infrastructure, down to the Internet and the 1994 National Telecommunications and Information Administration (NTIA), as well as prospects along the Information Highway. Nine chapters include: (1) "The Environment for Financial Planning"; (2) "Budgeting as Planning"; (3) "Internal Budget Management"; (4) "Data Gathering Methodologies"; (5) "Budget Design"; (6) "Capital Budgeting"; (7) "Sources of Income"; (8) "Financial Control"; and (9) "A Possible Future." The book first takes a broad look at the environment in which financial planning must take place. Discussion deals with political, economic, and technological trends and their impact on library appropriations and expenditures. Library administrators are urged to develop sensitivity to such trends. Considerable attention is given to newer budget forms--performance, program, zero-base--that stress the foundation of planning. Such emphasis leads to examinations of financial measurement and accountability. The techniques of financial planning are presented for gathering data, for analyzing costs, and for controlling expenditures. The topic of cost/benefit analysis is covered, with recognition of the difficulty of objectively determining the individual or social value of library services. A chapter is devoted to sources of income and the seeking of appropriations. The book ends with a look ahead at financial prospects. (AEF)

ED 422 968 IR 057 170

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication (Thought Transfer); Computer Mediated Communication; Discussion; Information Scientists; *Interpersonal Communication; Interpersonal Competence; Interpersonal Relationship; Librarians; *Professional Personnel; Speech Communication; Staff Development

This book is designed to help library and information specialists and students tackle communication challenges ranging from public speaking to listserv posting. All types of communication are covered--conducting interviews; delivering speeches; leading group discussions, workshops, and conferences; designing newsletters, handouts, and brochures; creating press releases and public service announcements; and writing memos, letters, and formal reports. This new edition includes expanded sections on mastering individual skills and expressing oneself with sensitivity to cultural, ethical and linguistical issues. Part 1: "Skills" includes chapters: (1) "Nonverbal Behavior"; (2) "Listening"; (3) "Skills: Speaking"; (4) "Skills: Writing"; and (5) "Integration: Putting It All Together." For each a definition is given, as well as examples, exercises, and a brief discussion of the functions or effects of the skill. Part II: "Applications" includes chapters: (6) "Applications:Speaking One-to-One"; (7) "Applications" Working in Groups"; (8) "Making Presentations"; (9) "Applications: Writing"; and (10) "Training Others in Communication Skills." Contains an index. (Author/AEF)

ED 422 987 IR 057 190

Doig, Judith
Disaster Recovery for Archives, Libraries and Records Management Systems in Australia and New Zealand. Topics in Australasian Library and Information Studies, Number 12.
PUB DATE- 97
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Archives; *Emergency Programs; Foreign Countries; Information Storage; *Library Administration; *Library Materials; *Library Planning; Program Development; *Records Management; Staff Development; Strategic Planning
IDENTIFIERS- Australia; *Disaster Planning; New Zealand

This book is about disaster recovery for archivists, librarians, and records managers. It discusses the history of disaster recovery and attempts to identify disasters which have occurred in Australia and New Zealand. The book aims to persuade the reader that disasters may happen in even the best run institution, to alert the reader to what is involved in developing a disaster recovery plan, to guide the reader in the development of such a plan, and to discuss ways in which staff may be trained in the procedures and skills involved. Paper-based files, files, books and records, but also includes some multimedia materials are discussed. Textiles, paintings, and artifacts are not covered. The book consists of four extensive chapters: (1) "An Historical Overview"; (2) "Management Issues in Disaster Recovery Planning"; (3) "Preparing a Disaster Recovery Plan"; and (4) "Training the Teams." A bibliography and index are also included. (Author/AEF) creating a coherent sequential method for teaching the skills throughout the curriculum to all students. The competencies and foundation skills are further detailed, and sample overhead transparencies, and assignments and activity sheets for use in teaching each of the five competencies are provided. (EMH)

ED 423 008 JC 980 404

Bower, Patricia; Gonzales, Barbara
A Report on Reading and Its Place in the Community College Environment: A Study of the Reading/Writing Connection, Reading Assessment, and Reading Course Response for Mt. San Antonio College.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Cloze Procedure; *Community Colleges; Educational Assessment; Educational Research; Reading Comprehension; Reading Skills; *Reading Tests; *Teacher Effectiveness; *Tests; Two Year Colleges; *Word Study Skills; Writing Skills
IDENTIFIERS- Mount San Antonio College CA

In response to the concern that the reading needs of students at Mt. San Antonio College (California) were not being met, this study reviewed the research on reading in three areas: (1) the connection between instruction of both reading and writing; (2) the preferred instrument for the assessment of reading for placement; and (3) the recommended response for reading coursework. The results of the research suggest that reading instruction is an important instructional component in the college environment, that Degrees of Reading Power (DRP) best meets the requirements for a reading placement instrument, and that a reading program of three courses to be taught in the Learning Assistance Center is the preferred response to meeting the coursework demands. The study is divided into three major sections: (1) the reading-writing connection; (2) reading assessment, particularly regarding standardized, multiple choice, cloze and vocabulary tests, including current standardized tests on the market and recommendations; and (3) reading course response, with recommendations. Included are names of tests and their attributes, as well as figures on reading placement instruments used at various other California community colleges. (Contains 40 references.) (AS)

ED 423 009 JC 980 406

Spangler, Mary
Los Angeles City College, Presidential Inauguration, October 22, 1998.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Community Development; *Diversity (Institutional); Educational Change; *Educational Environment; Educational Finance; Educational Planning; *Leadership; *Mission Statements; Standards; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Los Angeles City College CA

Arkansas Kids Count Data Book 1993: Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 93
NOTE- 214p.; For other Kids Count Data Books, see PS 026 732; 733, 735, and 737.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Parents; Family (Sociological Unit); High School Graduates; Higher Education; Income; Mortality Rate; Parent Background; *Poverty; Prenatal Care; Sexual Abuse; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Arkansas; Arrests; *Indicators

This Kids Count data book is the first to examine the status of children in Arkansas as measured by demographic, socioeconomic, educational, health, and safety indicators. The statistical report is based on 17 indicators of well-being: (1) percent of children in married-couple families; (2) child poverty rate; (3) percent of all births to single teens; (4) percent of women receiving inadequate prenatal care; (5) percent of low birth weight; (6) high school dropout rate; (7) child abuse/neglect/sexual abuse rate; (8) percent children with no parent in the work force; (9) percent births to mothers with less than 12 years of education; (10) unemployment rate; (11) per capita personal income; (12) percent high school graduates enrolled in higher education; (13) infant mortality rate; (14) child death rate; (15) percent children inadequately immunized at kindergarten/first grade; (16) number of violent teen deaths; and (17) juvenile violent crime arrest rate. The report's introductory section discusses issues facing children and youth in Arkansas as identified as the most important issues; drug/alcohol use, family instability, educational quality, community violence, and race relations. The bulk of the report is comprised of profiles for the state, for the eight planning and development districts, and for each county. A section detailing indicator definitions and data sources completes the report. (KB)

ED 423 029   PS 026 732

Starzec, Kem E.
Arkansas Kids Count Data Book 1994: Shining a Light on Arkansas Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 225p.; For other Kids Count Data Books, see PS 026 731, 733, 735, and 737.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; College Entrance Examinations; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Parents; Family (Sociological Unit); High School Graduates; Higher Education; Income; Mental Health Clinics; Mortality Rate; Parent Background; *Poverty; Prenatal Care;

Rewards; *Self Control; Student Attitudes; Values Education
IDENTIFIERS- *Respect

Elementary school students often exhibit a lack of social skills that interferes with positive classroom interaction. This action research project examined the impact of an intervention for improving respect for others, self control, and listening to increase cooperative behavior in students. The targeted population consisted of a class of fourth grade students from a middle class suburban community. Their lack of social skills was documented by means of anecdotal records from the classroom teacher and the researcher, a teacher checklist of deficit social skill areas completed by the researcher during the initial cooperative group experience, and a survey of the 24 students. The intervention consisted of: (1) changes to make the classroom conducive to cooperation through prosocial signs and sayings to promote values; (2) direct teaching of social skills; and (3) cooperative learning activities to foster prosocial behavior. Social skills instruction occurred 30 minutes weekly from September through December using book lessons, T-charts, practice, observation and reflection on skills, and rewards for displaying positive targeted behaviors. Data collection methods to assess effectiveness included teacher checklists, anecdotal records, and student surveys conducted on a pre-post basis. Findings indicated that there was a decrease in the number of skill deficit areas observed in the targeted class. The majority of student responses were in favor of working in cooperative groups. (Six appendices include the data collection forms. Contains 19 references.) (KB)

ED 423 046 PS 026 826

Close, Jill; Kreitzer, Julie
Increasing the Frequency of Sharing, Encouraging and Accepting Responsibility through Explicit Instruction.
PUB DATE- 98
NOTE- 78p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Change; Change Strategies; Cooperation; *Elementary School Students; Helping Relationship; Interpersonal Competence; Interpersonal Relationship; Metacognition; Primary Education; Program Effectiveness; Prosocial Behavior; Role Playing; *Sharing Behavior; *Student Responsibility
IDENTIFIERS- Encouragement; Graphic Organizers; Guided Practice

Based on the belief that explicit teaching of social skills to young students will better prepare them for future academic and social endeavors, this action research project evaluated the impact of a program for increasing the incidence of appropriate social skills, specifically: sharing, encouraging, and accepting responsibility among young children. Subjects were first and second graders in two suburban communities in northeastern Illinois. Evidence for a lack of these social skills was obtained by means of parent communication, site-based professional networking, student interviews, videotaped activities, and consideration of prior classroom experiences. The intervention was implemented from September to February and consisted of five components: (1) the use of integrating literature as the basis for lesson plans to illustrate the appropriate use of sharing, encouraging, and accepting responsibility; (2) graphic organizers to help students make

Crawford, Jackie; Hanson, Joni; Gums, Marcia; Neys, Paula
Please! Teach All of Me: Multisensory Activities for Preschoolers.
PUB DATE- 94
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Cognitive Development; *Cognitive Style; Emotional Development; Language Enrichment; *Learning Activities; Learning Modalities; Movement Education; *Multisensory Learning; Preschool Children; Preschool Education; Teaching Methods

Most people, including children, have preferences for how they learn about the world. When these preferences are clearly noticeable, they may be thought of as sensory strengths. For some children, sensory strengths develop because of a weakness in another sensory area. For these children, multisensory instruction can be very helpful. Multisensory instruction focuses on the strengths and preferences children have for learning and also ensures that children experience a variety of sensory experiences to facilitate their learning. It involves designing an environment with sights and smells, language and auditory rhythm, and opportunities for gross and fine motor movement, touch, and manipulation. This book, written for PreK to Second Grade level, provides hundreds of multisensory activities for use with young children. A sampling of the book's 39 chapters includes: (1) "Multisensory Instruction--Just What Is It?"; (2) "How Does This Child Learn?"; (3) "Children's Reactions to Over- and Under-Stimulation"; (4) "Introduction to Movement"; (5) "Building a Gross Motor Foundation"; (6) "Introduction to Fine Motor Development"; (7) "Prewriting/Writing"; (8) "Introduction to Language"; (9) "Specific Language Instruction"; (10) "Helping Children with Word Finding Difficulties"; (11) "Introduction to Cognition"; (12) "Concept Development"; (13) "Math"; (14) "Music and Rhythm in the Learning Process"; (15) "Improving Performance with Self-Talk"; (16) "Linking Cognition with Language Using a Multisensory Approach"; (17) "Introduction to the Emotional World of Children"; (18) "Elements That Affect Feelings"; (19) "When a Child Needs More Than You Can Give"; (20) "Introduction to Environmental Set-Up"; (21) "Getting Children to Pay Attention"; and (22) "Traits of a Healthy Group--Environmental Considerations." Four appendixes include definitions of multisensory terms; activities, toys, and recipes that stimulate general cognitive development; and references and resources. (EV)

ED 423 065 PS 026 903

Wilken, Phyllis A.
How To Read with Your Children. Parent/Caregiver's Guide and Educator/Workshop Leader's Guide.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Family Literacy; *Literacy Education; Parent Child Relationship; Parent

description is the issue addressed in the program, the agencies involved, type of community, approximate student enrollment, start date, and a program description. (KB)

ED 423 084 PS 027 322

Questions Parents Ask about Schools.
SPONS. AGENCY- Partnership for Family Involvement in Education (ED), Washington, DC.; GTE Foundation, Stamford, CT.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 19p.; For Spanish language version, see PS 027 323. For related survey results, see ED 409 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Career Planning; College Preparation; Elementary Secondary Education; *Family School Relationship; Homework; *Parent Participation; *Parent Student Relationship; *Parent Teacher Cooperation; Recreational Reading; School Safety; Teacher Expectations of Students
IDENTIFIERS- Child Safety; Family Values

This guide presents questions that parents frequently ask about their children's school, along with answers to those questions. The questions and answers were prepared based on the results of studies conducted by the Partnership for Family Involvement in Education, the U.S. Department of Education, the GTE Foundation, and by the National Center for Education Statistics. Questions address topics of: (1) starting school (What expectations will the teacher have for my child?); (2) schoolwork (How can I get information about my child's school performance? What can I do to foster reading? What can I do to help my child's success in school?); (3) homework (How much homework should my child have? How can I help my child with homework?); (4) career preparation (How can I help my child make a successful transition from school to the university or to work? What classes should my child take in secondary school in order to be able to go to the university?); (5) safety (What can I do so that my child is safe and doesn't use drugs?); and (6) family expectations (What can I do so that school personnel know my family's hopes, dreams, and values? In what way can I be involved in my child's school?). (BC)

ED 423 085 PS 027 323

Las Preguntas Que Hacen los Padres sobre la Escuela (Questions Parents Ask about School).
SPONS. AGENCY- Department of Education, Washington, DC.; GTE Foundation, Stamford, CT.; Partnership for Family Involvement in Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 19p.; For English language version, see PS 027 322.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Career Planning; College Preparation; Elementary Secondary Education; *Family School Relationship; Homework; *Parent Participation; *Parent Student

Indian people viewed their experience in the world as the living curriculum and master teacher, with emphases on relatedness, communal collaboration, and learning by doing. Several school reform practices are discussed whose essence should be recognizable to Indian people. These include integrated curriculum, applied learning, cooperative learning strategies, alternative assessments such as performance-based assessment, and discovery and use of the interrelationships in the natural world. (SV)

ED 423 102   RC 021 659

Child Labor in Agriculture: Changes Needed To Better Protect Health and Educational Opportunities. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; *Child Labor; Child Welfare; Educational Assessment; Federal Regulation; Labor Legislation; *Law Enforcement; *Migrant Children; *Migrant Education; Migrant Workers; Migrant Youth; *Occupational Safety and Health; Public Policy; Work Environment
IDENTIFIERS- *Migrant Education Program

In a response to a Congressional request, this report presents information and statistics on child labor in agriculture. Specifically, the report examines: (1) the extent and prevalence of child labor in agriculture, (2) the legislative protections available to children working in agriculture, (3) the enforcement of these protections as they apply to children working in agriculture, and (4) how federal educational assistance programs address the needs of children in migrant and seasonal agriculture, focusing on those aged 14 to 17. The report also makes recommendations to the Department of Labor to enhance the Department's enforcement and data collection procedures for detecting illegal child labor in agriculture. Principal findings include: (1) incomplete data may underestimate the number of children working in agriculture; (2) children working in agriculture receive less legal protection than children working in other industries; (3) weaknesses in enforcement and data collection procedures mean violations are not being detected; and (4) program operations and data limitations impede the assessment of the Migrant Education Program and the Migrant and Seasonal Farmworker Program. Appendixes include state experiences with child labor and legal protections for agricultural workers under 18 in California, Florida, and Vermont, and comments on this report from the Department of Agriculture and Department of Labor. (SAS)

ED 423 103   RC 021 660

High Standards. IDRA Focus.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; *Accountability; Bilingual Education; Educational Assessment; *Educational Change; Educational Needs; Educational Policy; Educational Trends; Elementary Secondary Education; *Equal Education; Public

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Concept Formation; *Educational Strategies; Higher Education; *Knowledge Representation; *Misconceptions; *Physics; Prior Learning; Science Education; Secondary Education
IDENTIFIERS- Conceptual Change

This paper examines the nature of physics students' knowledge, the means to identify alternative conceptions, and possible methods to overcome misconceptions. This examination is a survey of the techniques and ideas of a large number of researchers who are seeking their own solutions to this problem. An examination of the nature of knowledge within the classroom and the shortfalls of educational models that provide some background for a discussion of effective teaching methodology are included. This report continues by examining the source of students' alternative conceptions both within and outside of the classroom, and the methods for identifying these alternative conceptions. Three potential techniques for overcoming alternative conceptions and establishing a richer understanding of physics knowledge within the classroom are outlined. (Contains 24 references and 4 appendices.) (DDR)

ED 423 122 SE 061 723

Adami-Bunyard, Eppy; Gummow, Mary; Milazzo-Licklider, Nicole
Improving Primary Student Motivation and Achievement in Mathematics.
PUB DATE- 98
NOTE- 64p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Evaluation; Grade 3; *Mathematics Achievement; *Mathematics Education; Primary Education; *School Readiness; Student Attitudes

This report describes a program for increasing student readiness for and achievement in mathematics. The targeted population consists of third grade students in an expanding suburban community and kindergarten students in a culturally diverse urban community, both located in Northern Illinois. The problems of achievement in and attitudes towards mathematics is documented through published and teacher-made assessments and checklists focusing on motivational behavior. Analysis of probable cause indicates that student confidence, past success rate, and ability are deficient and impact student motivation. The professional literature reveals that teachers have not successfully matched math objectives with effective strategies to promote relevant learning and student-valued activities. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, has resulted in the selection of two major categories of intervention: (1) establishing goal setting with students; and (2) implementing a cross-age mentoring program to reinforce mathematical concepts and skills. Post intervention data indicated an increase in academic achievement in mathematics, an improvement in positive behaviors during math instruction, and a reduction in the number of off-task behaviors during math instruction. (Contains 27 references and 12 appendices.) (Author/DDR)

ED 423 123 SE 061 725

Campbell, Vincent; Lofstrom, Jocelyn; Jerome, Brian their teaching and on student learning through written reflections and discussions, and sharing with colleagues, did result in their learning to teach mathematics differently and more effectively. Appendices contain data collection instruments. (ASK)

ED 423 145 SE 061 790

Pape, Stephen J.; Tittle, Carol Kehr
Faculty Case Studies of Revised Mathematics Courses within NYCETP: Process, Findings, and Unanticipated Outcomes.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Course Evaluation; *Curriculum Enrichment; Elementary Secondary Education; Higher Education; *Mathematics Education; *Professional Development; Program Development

The New York Collaborative for Excellence in Teacher Preparation (NYCETP) project has three main goals: (1) fostering the development of collaboration within and between the five campuses of the City University of New York and New York University; (2) faculty development; and (3) the design and development of curriculum. The use of NYCETP faculty to conduct the case studies and review course documents of new and revised courses served many of the goals of the NYCETP and focused the curriculum revisions during the second year. The case study was reported to have strengthened one professor's commitment to NYCETP efforts and increased the potential for collaboration with members on other campuses. The discussions that resulted facilitated individual faculty member's course revisions. (Contains 12 references and a case study outline.) (ASK)

ED 423 146 SE 061 791

Gonzalez, Barbara L.
The Influence of Conceptions of Molecular Structure and Patterns of Problem-Solving on the Process of Learning To Interpret Nuclear Magnetic Resonance Spectra.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; College Curriculum; Computer Uses in Education; Concept Formation; Higher Education; *Misconceptions; Models; *Molecular Structure; *Organic Chemistry; Prior Learning; Problem Solving; *Spatial Ability
IDENTIFIERS- Magnetic Resonance Imaging

The purpose of this study was to characterize the prior conceptions of molecular structure that organic chemistry students expressed as they learned to interpret nuclear magnetic resonance spectra, and to describe the problem-solving strategies that students employ as they determine molecular structure. The two questions that frame this study focus on the development of scientific concepts and problem solving

PUB TYPE- Books (010)
DESCRIPTORS- *Critical Thinking; Essays; Historians; *Historiography; *History Instruction; *Nonfiction; Secondary Education; Social Studies; United States History
IDENTIFIERS- *Meltzer (Milton)

This volume of essays is collected and reconfigured from more than 150 original speeches and papers of Milton Meltzer. Throughout the book, Meltzer makes a case for the value of good writing and the importance and utility of literacy instruction using nonfiction. Meltzer addresses the need for better-written history texts and encourages students to engage in critical thinking in the reading and writing of history, especially biography. Eighteen chapters are divided into three parts. Part 1, "Meltzer on Writing," contains: (1) "Seeding Vision, Energy, and Hope: Writing and Social Responsibility"; (2) "Where Have All the Prizes Gone?"; (3) "On Teaching and Learning History"; (4) "The Book as Revelation"; (5) "History as Sausage: Richly Textured and a Bit Spicy"; and (6) "Imagination, Invention, and Information." Part 2, "Touch the Heart and Open the Mind," includes: (1) "Ordinary People: In Their Own Words"; (2) "On Ethnic Stereotyping"; (3) "Writing about the Jews"; (4) "On Racism"; (5) "On Wars and Peace"; and (6) "On Terrorism." Part 3, "Intriguing People," addresses: (1) "The Designing Narrator"; (2) "Benjamin Franklin"; (3) "Lydia Maria Child"; (4) "Dorothea Lange"; (5) "Christopher Columbus"; and (6) "Hughes, Twain, Child, and Sanger: Four Who Locked Horns with the Censors." The volume concludes with an epilogue, a bibliography, and a list of books by Milton Meltzer. (EH)

ED 423 170 SO 028 549

Dehr, Roma; Bazar, Ronald M.
Kids' Ecology Book, Grades 3-5. Good Planets Are Very Hard To Find!
PUB DATE- 91
NOTE- 51p.; Colored paper and photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Childrens Literature; *Ecology; Elementary Education; *Environmental Education; Foreign Countries; Global Education; *Human Geography; *Pollution; *Science and Society; *Social Studies; Student Participation

This booklet provides information on environmental issues in an easy-to-read format for elementary students. The booklet progresses from "A to Z" alphabetically explaining an environmental problem and suggesting ways students can be actively involved in addressing the problem. (EH)

ED 423 171 SO 028 551

Byer, John L.
Discovery Motivates and Enables Students To Write about Themes in Social Studies.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Hattiesburg, MS, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

DESCRIPTORS- Conflict; *Conflict Resolution; *Decision Making; Instructional Materials; Intermediate Grades; Junior High Schools; Peace; *Problem Solving; Prosocial Behavior; Social Cognition; Social Control; Social Studies

These activity cards represent a way for teachers to supplement the content of the curriculum with activities that address the concept of conflict. Students become aware of conflicts in their lives and discover individual methods for coping with those conflicts. The cards contain action-oriented activities to enable students to learn through active participation and first-hand experience. Each card presents a conflict concept based on identified objectives of the unit and then provides opportunities for application of the concept to other real life or personal situations. The cards are loosely arranged in ascending order according to the objectives and can be adapted to fit different age groups and students. Objectives include: (1) recognize and identify various kinds of conflict; (2) discover the presence of conflict in every day life; (3) recognize the presence of power, emotion, and violence in conflicts; (4) identify and understand all sides of a conflict; (5) accept responsibility for one's actions in conflict situations; (6) practice negotiation skills; and (7) generate alternative ways of resolving or coping with conflict. (EH)

ED 423 196   SO 029 185

Webb, Farren; Thomas, Cynthia; Bohan, Bridget; O'Hotto, Twila
Conflict Activity Cards. Grades 9-12.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict; *Conflict Resolution; *Decision Making; High Schools; Instructional Materials; Peace; *Problem Solving; Prosocial Behavior; Social Cognition; Social Control; Social Studies

These activity cards represent a way for teachers to supplement the content of the curriculum with activities that address the concept of conflict. Students become aware of conflicts in their lives and discover individual methods for coping with those conflicts. The cards contain action-oriented activities to enable students to learn through active participation and first-hand experience. Each card presents a conflict concept based on identified objectives of the unit and then provides opportunities for application of the concept to other real life or personal situations. The cards are loosely arranged in ascending order according to the objectives and can be adapted to fit different age groups and students. Objectives include: (1) recognize and identify various kinds of conflict; (2) discover the presence of conflict in every day life; (3) recognize the presence of power, emotion, and violence in conflicts; (4) identify and understand all sides of a conflict; (5) accept responsibility for one's actions in conflict situations; (6) practice negotiation skills; and (7) generate alternative ways of resolving or coping with conflict. (EH)

ED 423 197   SO 029 186

Vietnam: Education Financing. A World Bank Country Study.
PUB DATE- 97

themselves. (Contains 22 references.) (SM)

ED 423 218 SP 038 131

Hall, Gene E.; Caffarella, Edward; Bartlett, Ellen
Assessing Implementation of a Performance Pay Plan for Teachers: Strategies, Findings and Implications.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Change; Elementary Secondary Education; Evaluation Methods; Merit Pay; Program Evaluation; *Teacher Salaries; Teachers
IDENTIFIERS- Colorado; *Implementation Analysis; *Performance Based Pay

This paper reports how one school district has successfully implemented a major innovation, the Performance Pay Plan (PPP) for Teachers, and how they have collaborated with change process researchers to assess implementation. The paper emphasizes: the community-wide process of involvement and trust building used by the district to launch and monitor major change initiatives; the district's PPP for Teachers; the rationale for, design of, and findings from the first implementation assessment; and the rationale for and implications of using a change process perspective to assess implementation of reform initiatives. The PPP's six parts are: outstanding teacher recognition, skill blocks, site responsibility pay, group incentive pay, district responsibility pay, and general pay. Implementation assessment included a district wide survey of all teachers and of school-based and district office administrators and interviews with a representative sample of teachers and administrators. The surveys examined respondents' opinions and assessments of the PPP. The interviews provided more detail on information from the surveys. The implementation assessment indicated that the PPP's first year was extremely successful, with positive and growing acceptance of the program and varying degrees of understanding. First-year implementation of the Outstanding Teacher part went well. The assessment indicated that time was a factor in terms of participating in the PPP, facilitating implementation, and accomplishing all related tasks. (Contains 8 references.) (SM)

ED 423 219 SP 038 132

Shindler, John V.
Who Gets into Teaching? Cognitive Style as a Variable in Predicting Teaching as a Career Choice.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Cognitive Style; Elementary Education; Elementary School Teachers; Higher Education; Preservice Teacher Education; *Student Characteristics; *Teacher Characteristics; *Teaching (Occupation)

This study examined cognitive style data from preservice elementary education students at four universities, discussing how cognitive style affects the choice of teaching as a career.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; Educational Policy; *Educational Practices; *Educational Quality; Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; *Knowledge Base for Teaching; Preservice Teacher Education; *Teacher Competencies; Teacher Effectiveness; Teachers; Teaching Skills
IDENTIFIERS- Asia Pacific Region; Australia; Canada; Europe; New Zealand; Teacher Knowledge; United Kingdom

This literature review compares international and New Zealand research and international program information on teacher competencies and preservice and inservice teacher education, addressing two issues: (1) what literature identifies as key competencies required by quality beginning and practicing teachers in the current social, economic, and educational climate and (2) which international and New Zealand teacher education programs are best practice sites and what characterizes their definition of teacher competencies, student intake, program design and delivery, funding, and regulatory environment. The report examines: the project; the policy context (the complexity of teaching, impact of changing environments, and complexity of teaching); competence (attributing competency from performance, the uncertain nature of teaching, generic competencies, a broader view of competence, and unresolved issues); competencies required for teaching (knowledge base, self competence, competencies derived from school curriculum requirements, competencies derived from assessment, competencies for entry to teacher education, and competency in the U.S., United Kingdom, and New Zealand); teacher education standards (in the United Kingdom, U.S., and New Zealand); trends in teacher education in the U.S., United Kingdom, Europe, Canada, Australia, and Asia-Pacific Region; trends in teacher education in New Zealand; and relating teacher competencies to teacher education (complexity of competency, paucity of best practice sites, and implications for New Zealand's teacher education). An appendix presents the proposed revised requirements for all courses of initial teacher training from the Teacher Training Agency in the United Kingdom. (SM)

ED 423 239   TM 027 749

Kitao, Kenji; Kitao, S. Kathleen
Language Testing Resources on the World Wide Web.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Educational Research; Elementary Secondary Education; English (Second Language); Graduate Study; Higher Education; *Language Tests; *Resources; *Second Language Learning; *World Wide Web

To help postgraduate students find resources for their studies or research, a World Wide Web page was created to provide information about language testing. Although the Web page is intended for people who do not have much knowledge and information about language testing, it is useful for anyone who is doing research in the area of language testing and for teachers who are preparing students for English language tests. The Web page includes information and links to resources such as materials in the TESL-L archives, organizations and universities, mailing lists, publications, English language nation Third International Mathematics and Science Study; (2) science and mathematics scores of 13-year-olds on the International Assessment of Educational Progress for 16 countries and 9 Canadian provinces; (3) Scholastic Assessment Tests; and (4) National Assessment of Educational Progress mathematics scores for New York (the only state with a CBEEE--the Regents Examinations), versus the rest of the U.S. The review of this evidence suggests that advocates of CBEEES are probably correct in their assertion that CBEEES significantly increase student achievement. Students from countries with such systems outperform students from other countries at a comparable level of economic development. When student demography is held constant, students from New York do better than students from other states without experiencing a decline in high school graduation rates. (Contains 3 figures, 4 tables, and 25 references.) (SLD)

ED 423 257 TM 028 992

Green, Suzy; Carney, JoLynn V.
Statistics: Can We Get beyond Terminal?
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Education Majors; *Graduate Students; Graduate Study; Higher Education; *Research Methodology; *Statistics; Teaching Methods

Recent articles in behavioral sciences statistics literature address the need for modernizing graduate statistics programs and courses. This paper describes the development of one such course and evaluates student background for a class designed to provide a more consumer-oriented type of statistics instruction by focusing on the needs of students who are not statistics majors. The course for nonmajors focuses on key concepts for the effective understanding of research findings and uses only one statistical package, with the goal of increased understanding. As part of the development of the course, the importance of differences in student backgrounds, specifically quantitative skills was studied. Results with 28 students from 12 majors show that skills used are not differentiated by the entering levels of preparedness in quantitative areas. These results suggest that expansion of statistics courses to include applied statistical skills can be successful for students from different majors. (Contains 1 table and 21 references.) (SLD)

ED 423 258 TM 028 993

Roos, Linda L.; Wise, Steven L.; Finney, Sara J.
Comparing Restricted and Unrestricted Self-Adapted Testing as Alternatives to Computerized Adaptive Testing.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 13-17 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *College Students; Comparative

conducting research on how to do assessment in distance learning, eight general areas of concern emerged. These were turned into a strategy, called "C.H.A.R.I.O.T.S.," that can be used as a guide for developing an assessment procedure. The C.H.A.R.I.O.T.S. mnemonic represents the components of the general strategy: (1) Constraints; (2) Having multiple assessments; (3) Audience; (4) Reporting; (5) Inquiring; (6) Objectives; (7) Types of assessment; and (8) Self-evaluation of the assessment strategy. The Constraints step requires the educator to take into account all the restraints of the distance learning system, while having multiple assessments allows the educator to approach assessment in different ways for different purposes. Audience analysis is a critical part of instructional design, adult learning theory, and pedagogy. Reporting learning progress, which can be seen as formative or summative feedback, is a way of responding to the audience. Instructors should inquire about assessment techniques that have worked in the past. Defining objectives and fitting the types of assessment available to them are essential, as is the self-evaluation process to consider what is learned from the assessment and whether or not it is appropriate. One appendix lists components of a final grade table, and the other shows an objective verification table. (Contains 4 tables and 19 references.) (SLD)

ED 423 275   TM 029 080

Deeter, Thomas; Prine, Don
Standardized Tests: Summary of Results 1997-1998. Focus on Standardized Testing.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Educational Trends; Elementary Secondary Education; *Norm Referenced Tests; School Districts; Scores; Special Education; *Standardized Tests; Tables (Data); *Test Results; Test Use; Testing Programs
IDENTIFIERS- *Des Moines Public Schools IA; *Iowa Tests of Basic Skills; PLAN Tests

As part of its academic testing program, the Des Moines Public Schools administer standardized, norm-referenced achievement tests. The Iowa Tests of Basic Skills (ITBS) is a norm-referenced standardized test battery that is administered to students in grades 3, 4, 6, and 7. In the 1997-98 school year, over 415 (approximately 5%) of the students who took the ITBS were being served by a special education program. During the year, the American College Testing Program's PLAN assessment was administered in the fall to Grade 10 students. Other aspects of the district assessment plan, not reported in this document, include criterion-referenced, objectives-based tests, a writing test, college entrance examinations, and advanced placement tests. This analysis focuses on student norms rather than school norms. Analysis of the results of the standardized norm-referenced achievement tests indicates that Des Moines students are achieving above most other students nationwide. While there is room for improvement, students at most schools are scoring at a higher percentile rank on the ITBS when compared to similar groups in prior years. Even with the inclusion of the special education students, most schools continue to do very well. Students continue to achieve at

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Kindergarten; *Phonology; Primary Education; *Reading Difficulties; Scores; *Screening Tests; Test Reliability; Test Reviews; *Test Validity
IDENTIFIERS- *Phonological Awareness

The Test of Phonological Awareness (TOPA) was developed to help identify children who are delayed in their development of phonological awareness. Research supports the theory that children with poor phonological awareness are at risk of later reading difficulties. Children who score in the bottom quartile of the TOPA are considered to be at risk for reading difficulties. There are two versions of the TOPA, one for kindergarten and one for early elementary school. Both are made up of two 10-question subtests with pictures used to represent words. The quality of the items appears to be adequate for screening for awareness of phonemes, and the test appears easy to administer. The TOPA yields raw scores, percentiles, and standard scores. Scores are sensitive to the time of the school year the test is administered for the kindergarten version. The normative sample was carefully selected. Norms for the kindergarten TOPA were made up from responses of 875 children from 10 states, while those for the early elementary version are from 3,654 children from 38 states. Coefficient alpha, based on 100 children at each age level, was 0.90 for kindergarten and 0.88 for early elementary, results that support the internal consistency of the TOPA. Overall, the TOPA has many strengths, including a large and representative normative sample. This does not mean that all school districts will relate to the instrument's norms. One suggestion for improvement would be to prepare local norms. Another issue of concern is the clarity of pronunciation and dialect of the administrator. The TOPA-Early Elementary correlated well with subtests from the Woodcock Reading Mastery Test. Correlations with other measures designed to measure phonological awareness were moderate for the kindergarten version and moderate to high for the early elementary version. It is concluded that the TOPA has potential for identifying children at risk for reading difficulties, and due to the ease of administration and the short time required, it can be used as a screening device. (Contains three references.) (SLD)

ED 423 293 TM 029 100

Prohibition on Federally Sponsored National Testing. Report Together with Supplemental and Minority Views To Accompany H.R. 2846. House of Representatives, 105th Congress, 2d Session.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Achievement Tests; *Educational Finance; Educational Policy; Elementary Secondary Education; *Federal Aid; Federal Government; Federal Legislation; *Financial Support; *National Competency Tests; Standards; *Test Construction; Test Use
IDENTIFIERS- National Assessment of Educational Progress; Third International Mathematics and Science Study

H.R. 2846, a bill to prohibit spending Federal education funds on national testing without explicit and specific legislation was referred to the Committee on Education and the Workforce of the U.S. House of Representatives. The Committee, having reviewed the bill, reports favorably on it in this document, proposes staff, item bank developers can provide information on the relative difficulty of different tasks within and across grade levels. (Contains five references.) (SLD).

ED 423 311 TM 029 199

Shadish, William
Some Evaluation Questions. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Causal Models; Criteria; *Evaluation Methods; Evaluation Problems; Evaluation Utilization; *Evaluators; *Inferences; Performance Factors; *Program Evaluation; Qualitative Research; Standards; *Theory Practice Relationship; User Needs (Information)
IDENTIFIERS- ERIC Digests

This digest illustrates the variety of basic and theoretical issues in evaluation with which aspiring evaluators should be conversant in order to claim that they know the knowledge base of their profession. Coverage of the issues includes: the four steps in the logic of evaluation; whether qualitative evaluations are valid; whether it matters if the program being evaluated is new or has existed for many years; differences between evaluating a large program, a local element of that program, or a small element in the project; how to enhance the chances of evaluations' results being used in the short-term to make changes; the role of causal inference in evaluation; the determination of when a question has leverage; and, the definition of meta-evaluation and when it should be used. (Contains 12 references.) (LMD).

ED 423 312 TM 029 200

Brualdi, Amy
Implementing Performance Assessment in the Classroom. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Criteria; *Educational Assessment; *Evaluation Methods; Feedback; *Performance Based Assessment; Sampling; Scoring; Self Evaluation (Individuals); *Student Evaluation; Teaching Methods
IDENTIFIERS- ERIC Digests; *Scoring Rubrics

One of the benefits of performance based assessment is its allowance for the teacher to gather information about how the student understands and applies knowledge. In this Digest, the basic steps a teacher should take to plan and execute effective

Catsambis, Sophia; Garland, Janet E.
Parental Involvement in Students' Education during Middle School and High School. Report No. 18.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.; City Univ. of New York, NY. Graduate School and Univ. Center.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *College Bound Students; Educational Attainment; *High School Students; High Schools; Junior High School Students; Junior High Schools; Middle Schools; Parent Attitudes; Parent Education; *Parent Participation; *Racial Differences; Student Financial Aid
IDENTIFIERS- *Middle School Students; *National Education Longitudinal Study 1988

This project analyzes data from the parent component of the National Educational Longitudinal Study of 1988 to investigate changes in family educational involvement between students' 8th and 12th grades. Findings show that the patterns of parental involvement in adolescents' education change between the two grades. During high school, parents become less involved with monitoring students' individual behaviors and more concerned with their learning opportunities at school. By students' eighth grade, nearly all parents had postsecondary expectations, but few had taken specific actions to secure funds for college. During adolescents' senior year in high school, most parents report frequent discussions with them concerning postsecondary schools. At that time, parents also report that they have some knowledge about financial aid. A high proportion of 12th graders' parents expect to finance their child's further education through scholarships and grants, but fewer had applied for such programs before students' high school graduation. Consistent between-grade differences exist in the ways in which parents from different racial and ethnic backgrounds get involved with their adolescents' education and in their approach towards financing postsecondary education. Overall, findings indicate that many parents welcome opportunities for communication with schools and desire greater participation in the school decision-making process. They would also greatly benefit from guidance in their efforts to secure funds for postsecondary education. Four appendixes present a parent involvement factor analysis and parental variables from first, second, and college factor analyses. (Contains 20 tables and 9 references.) (Author/SLD)

ED 423 329 UD 032 529

McHugh, Barbara; Stringfield, Sam
Implementing a Highly Specified Curricular, Instructional, and Organizational School Design in a High-Poverty Urban Elementary School: Three Year Results. Report No. 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Abell Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Disadvantaged Youth; *Educational Change; Elementary Education; *Elementary Schools; Outcomes of Education; *Private Schools;

government could take accompanied the Commission's report. The Secretary of Education agreed to have the Department of Education be a model agency to implement the report's recommendations, and other agencies have agreed to develop similar action frameworks. The Commission and the Initiative have established steering partnerships to work toward the implementation of report recommendations. In addition, a clearinghouse of information on strategies, research, practices, scholarships, fellowships, grants, and other pertinent documents has been established. (SLD)

ED 423 346   UD 032 559

Mellander, Gustavo A.; Mellander, Nelly
What Washington Ought To Be Reading.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ards or their curricula. Although it is too early to tell how the new system will affect student ach
DESCRIPTORS- *Academic Achievement; Community Involvement; Educational Change; Educational Improvement; *Educational Policy; Elementary Secondary Education; *Hispanic Americans; Partnerships in Education; *Policy Formation; Public Policy; *Teacher Effectiveness; Teaching Methods
IDENTIFIERS- California; *Hispanic American Students; Reform Efforts; Texas

Two recent reports on education that should be read by policy makers are reviewed with a focus in the achievement of Hispanic American students. The first is "Quality Counts: A Report Card on the Condition of Public Education in the Fifty States", published in "Education Week." The second is "What Matters Most: Teaching for America's Future." Research findings in "Quality Counts" indicate that Hispanic students in Texas outperform their counterparts in California by a two-to-one margin on national reading and mathematics examinations. One key fact explains much of this disparity: 90% of Texas elementary school teachers had fewer than 25 students, while only 7% of California teachers were so fortunate. The National Assessment of Educational Progress scores for most of the states are listed in "Quality Counts." Clear evidence is found of dissimilar educational outcomes among Hispanics based on region. "What Matters Most" complements "Quality Counts" by focusing on teachers. Of special interest are the "blue pages" and the "blue print." The blue pages include narratives about actual reforms that are being tested. One examples an elementary school in Austin (Texas) with a predominantly Hispanic American student body. Community involvement and partnerships among parents, community, and the school are leading to dramatically improved attendance and achievement. The blue print that accompanies the text contains inspiring quotations about the importance of teachers. (SLD)

ED 423 347   UD 032 560

Invest in Kids--Californians Support New Approach To Prevent Youth Violence. Living Well, Spending for Health. Policy Notes.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

languages better when they are offered in a particular order, such as 4th generation languages before 3rd generation languages?"; and "Do students learn programming languages better when they are taken in separate semesters as opposed to simultaneously?" Students from nine introductory programming classes over two semesters at a large Midwestern university were used as subjects for this experiment; 275 students responded to a survey at the end of the semester. Subject responses were divided into three groups, depending on the class being rated. These classes were: introduction to Visual Programming, introduction to COBOL programming, and introduction to C programming. To test hypotheses, linear regression was used, running the data against two separate dependent variables, grade and comfort factor. Mixed results were found for the different types of classes. (AEF)

ED 422 926 IR 057 084

Schambach, Thomas P.; Chrisman, Carol
What Motivates Today's Information Systems Graduates?
PUB DATE- 97
NOTE- 10p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Development; Employee Attitudes; Evaluation Criteria; Higher Education; Information Science Education; *Information Systems; Information Technology; Job Placement; Job Satisfaction; *Motivation; Recruitment; Student Attitudes; Student Surveys; Tables (Data); *Work Environment
IDENTIFIERS- *Job Characteristics; *Job Evaluation

Hiring is an enormous challenge in today's Information Systems (IS) organizations due to the heavy demand for graduating students. This paper reports on a study to determine what factors IS students consider important in evaluating potential employers. Initially using an open ended survey approach, 28 upper level IS students were asked to identify what job preference factors were important to them in selecting companies and jobs. Factors identified in the initial open-ended survey were then analyzed and consolidated into common ideas; common ideas were translated into survey statements and combined with statements extracted from the job motivation literature to formulate survey items for a second closed-format survey. The survey results show graduating IS students most prefer a work environment that involves fun, self-gratifying work in a friendly environment. They primarily target jobs that provide growth, learning, and professional development opportunities, and jobs that provide opportunities to work with leading edge, emerging technologies. (Contains 21 references.) (Author/AEF)

ED 422 927 IR 057 085

Case, Thomas L.; Price, Barbara A.; Rogers, Camille F.
The Information Systems Industry: What Abilities Does It Want from Its New Hires? A Look at the Southeastern U.S.
PUB DATE- 97
NOTE- 8p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.

Development; Futures (of Society); Higher Education; Human Resources; *Information Systems; *Labor Needs; Needs Assessment; *Occupational Information; Occupational Surveys; Tables (Data); Undergraduate Study
IDENTIFIERS- Georgia

This paper details experiences in developing an undergraduate Computer Information Systems (CIS) curriculum at a small liberal arts school. The development of the program was based on the study of needs assessment. Findings were based on the analysis of four sources of data: the results of an industry needs survey, data from a needs assessment project of the University System of Georgia, Georgia Department of Labor occupational projection until the year 2005, and U.S. Bureau of Labor Statistics occupational projection until 2005. The task of developing the CIS program was broken into six phases: (1) performing needs assessment; (2) defining goals and objectives of the program; (3) identifying CIS curriculum guidelines and other sources of feedback; (4) planning for human and equipment resources needed for the program; (5) studying target students; and (6) developing the curriculum. Details of the curriculum and its characteristics are presented and compared with other similar curricula. (Author/AEF)

ED 422 948 IR 057 106

Yip, Willie
A Systemic Approach in Designing Common Service Modules in the Subject Computing (IT/IS).
PUB DATE- 97
NOTE- 8p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; *Curriculum Development; Educational Planning; Foreign Countries; Higher Education; *Information Systems; *Information Technology; Instructional Design; Labor Needs; Occupational Surveys; Tables (Data); Teacher Attitudes; Teacher Surveys; Teaching Methods
IDENTIFIERS- Hong Kong Polytechnic

The Hong Kong Polytechnic University's strategic plan for 2001 stipulated that a credit-based system should be adopted for all of its programs. The Department of Computing provides service teaching in computing to all departments at Hong Kong Polytechnic University, necessitating the standardization of computing instruction. One of the issues that needs to be addressed in the conversion of existing programs to a credit-based system is the maximum use of common subjects. This paper reports on a systemic approach in the design of common service modules in the subject of computing. It presents the findings of current teaching of the subject of computing, presents the views of course leaders and local managers on their requirements on the subject, and proposes viable common service modules in information technology/information systems (IT/IS) to cater to the needs of many students who are non-computing majors. It was found that the course leaders of this institution and managers of some local organizations have similar requirements for the education and training given to students. (AEF)

ED 422 949 IR 057 107

Coughlin, Caroline M.; Gertzog, Alice
Lyle's Administration of the College Library. 1997 Text Edition.
PUB DATE- 97
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Academic Libraries; Educational Development; Evaluation Methods; Higher Education; Information Science; *Information Science Education; Library Personnel; *Library Planning; *Library Policy; Library Schools; *Library Science; Library Services; Objectives; *Policy Formation; Standards
IDENTIFIERS- Library History

Created in response to requests from library science faculty for a student edition with a focus on the planning and policy issues germane to all academic libraries, this new text is a revised and abridged version of the fifth edition of "Lyle's Administration of the College Library (1992). The ten chapters of this edition include six chapters from the 1992 edition as well as four newly researched chapters that address questions of policy formation and leadership in the areas of user services, library staff, planning, and evaluation. This text edition offers students a framework for learning about academic libraries in the context of higher education's learning goals and the value of quality library service and staff. Chapters include: (1) "Contexts of the American College Library"; (2) "Evolution of Higher Education in the United States"; (3) "Growth of Academic Librarianship"; (4) "Campus Context"; (5) "Legal Status, Governance, and Politics"; (6) "Organization of the Library"; (7) "User Services"; (8) "The Library Staff"; (9) "Planning Issues"; and (10) "Evaluation." Appended are Standards for College Libraries (1995). Contains an index. (AEF)

ED 422 969 IR 057 171

Lare, Gary A.
Acquiring and Organizing Curriculum Materials.
PUB DATE- 97
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Classification; Corporations; Decision Making; Government Publications; Information Management; *Information Sources; Instructional Materials; Learning Activities; *Library Acquisition; Library Associations; *Library Collection Development; Public Libraries

This book addresses two areas of need in a curriculum materials center--where to find curriculum materials for acquisition and how to organize these materials for efficient and effective access once they are acquired. The book is arranged in two parts: "Acquiring and Organizing the Collection" and "Resources." The book brings together many companies, associations, projects, and government agencies that publish, produce, and distribute curriculum materials, such as curriculum guides, textbooks, teaching activities books, and audiovisual media/instructional materials. Also included is a list of World Wide Web sites and links that provide teaching activities and lesson plans, curriculum guides and standards, and curriculum resource links that provide content to support

ED 422 988 JC 980 375

McDaniel, Lindy C.
T.E.S.T.S. (Taking Every Student to Success): Another Way To Assess.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Attitudes; Educational Change; *Educational Strategies; Elementary Secondary Education; Instructional Innovation; Student Attitudes; *Student Evaluation; *Test Anxiety; Test Construction; Test Content
IDENTIFIERS- *Alternative Assessment

This article on the T.E.S.T.S. (Taking Every Student To Success) strategy promotes using a variety of assessment strategies in order to alleviate the stress students experience during exams, enabling those who are not "good test takers" to achieve a higher degree of success. If the primary purpose of giving a test is to determine whether or not a student has mastered the material, alternative methods of assessment can accomplish the same goal. In addition, alternative assessment can more easily be designed to determine whether the student truly knows the material or has just memorized it for the test. Several methods of alternative assessment are proposed in this article, including group testing, jeopardy tests, crossword puzzles, and scavenger hunt tests. Procedures for implementation are provided, as well as instructions on how use each type of alternative exam. Strategies for grading essay tests also are discussed, with instructions on procedure and how to grade. The article concludes with a list of reasons for using non-traditional exams, including factors such as less test-anxiety, more stimulating learning, tapping creativity, having fun, and making the learning experience easier for both students and instructor. (AS)

ED 422 989 JC 980 376

Leider, Steven
Successfully Integrating Technology. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; Educational Change; *Educational Planning; Educational Resources; *Educational Technology; Institutional Mission; Instructional Development; Program Implementation; *Technological Advancement; Two Year Colleges
IDENTIFIERS- ERIC Digests; Project SYNERGY

This digest documents the experiences of faculty, administrators, and staff at several colleges as they addressed a broad range of instructional technology issues. Included in the digest are several approaches suggested by instructors and staff affiliated with various community college technology programs. Plans for implementation, development, and integration of

On October 22, 1998, Los Angeles City College's 70th anniversary, Dr. Mary Spangler was inaugurated as the 12th president of the college. In this, her message to faculty, staff, and family attending the event, Spangler revisits the college's past, citing historical highlights from each decade. She also focuses on the present state of the college, directing attention to its recognition by the Los Angeles Times as the only community college named in a recent article on college costs, listed with 18 major 4-year colleges and universities. With a population that is 14% African American, 21% Asian, 23% Caucasian, and 42% Hispanic, the 15,000 students at Los Angeles City College compose the most ethnically diverse community college in the country. Notable changes at present include organizational restructuring, block scheduling, workshops on hiring, strategic planning to prioritize needs, and program review. In looking at the college's future, Dr. Spangler cites "Vision for 2001," a declaration of commitment for cooperative learning established in 1996 at a college retreat to chart the direction for the next 5 years. Dr. Spangler's energies as president will focus on several key issues: expanding quality programs, improving the physical environment, decreasing dependence on state funds, and maintaining a sense of community. (AS)

ED 423 010 JC 980 407

Smith, Shirley H.; Yorke, Deon
Career and Placement Services Survey.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; *Career Counseling; Career Guidance; *Community Colleges; *Economic Change; Employment Services; *Futures (of Society); *Job Placement; Job Skills; Personnel Needs; Student Needs; Student Personnel Services; Surveys; *Technology; Two Year Colleges
IDENTIFIERS- City University of New York Bronx Community Coll

This report contains results of a survey at Bronx Community College (New York) that queried career placement counselors on how their field had changed over the past 5 years and what changes they foresaw for the future. Questions were open-ended and directed toward identifying problems and shifts in career planning and placement. More than half of those who responded cited the introduction of new technology, such as fax machines, computerized production of resumes, computerized guidance systems, and job banks, as the greatest change in the field. Other changes named included a greater demand for services, an increasing diversity of the population being served, a change in the focus of career placement to include more comprehensive services, and a change in the economy, which has resulted in downsizing and a reduction in college recruiting. The single greatest problem facing the career placement field over the next several years was overwhelmingly thought to be budget and staffing constraints, compounded by increased demand for services. Also mentioned was the changing structure of jobs that demand complex and technical skills. Appended is the survey, with charts illustrating the answers. (EMH)

ED 423 011 JC 980 408

Lau, Ron
Job Security for Administrators in the California Community

Sexual Abuse; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Arkansas; Arrests; Food Stamp Program; *Indicators; Women Infants Children Supplemental Food Program

This Kids Count data book is the second to examine the status of children in Arkansas as measured by demographic, socioeconomic, educational, health, and safety indicators. The statistical report is based on 16 indicators of well-being: (1) percent children in married-couple families; (2) percent teen mothers with no first trimester prenatal care; (3) percent children eligible for school lunch program; (4) percent of all births to teens; (5) percent high school seniors taking ACT examination with scores greater than 18; (6) child abuse/neglect/sexual abuse rate; (7) juvenile property crime arrest rate; (8) children in foster care; (9) source of youth substance abuse problems; (10) children served in the mental health system; (11) juvenile arrests by type of crime; (12) per capital personal income; (13) children receiving food stamps; (14) women receiving food supplements; (15) percent high school graduates enrolled in higher education; and (16) infant mortality rate. The report's introduction discusses issues facing children and youth in Arkansas as identified by a sample of 400 adults in the Arkansas Consumer Sentiment Survey. In order of ranking, the following were identified as the most important issues: drug/alcohol use, educational quality, race relations, community violence, and family instability. The bulk of the report is comprised of profiles at the state, planning and development district, and county levels. The report's final section defines the indicators and describes data sources. (KB)

ED 423 030 PS 026 733

Arkansas Kids Count Data Book 1995: A Portrait of Arkansas' Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 207p.; For other Kids Count Data Books, see PS 026 731, 732, 735, and 737.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; College Preparation; *Counties; Crime; Demography; Dropout Rate; Early parenthood; Elementary Secondary Education; High School Students; Income; Mortality Rate; Parent Background; *Poverty; Prenatal Care; Sexual Abuse; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- Aid to Families with Dependent Children; *Arkansas; Arrests; Child Mortality; Food Stamp Program; *Indicators; School Lunch Program; Women Infants Children Supplemental Food Program

This Kids Count report is the third to examine the well-being of Arkansas' children and the first to provide trend information. The statistical report is based on 10 core indicators of well-being: (1) unemployment rate and per capita personal income; (2) federal and state assistance program participation rates; (3) percent of high school students in tech prep curriculum; (4) dropout rate; (5) percent births to women with less than 12 years of education; (6) teen birth rate; (7) infant mortality rate; (8) child maltreatment rate; (9) teen arrest rates; and sense of new learning; (3) modeling and role playing to validate knowledge and experience; (4) guided practice to help ensure skill mastery; and (5) metacognitive activities enabling students to reflect on the desired skills, find their relevance, and process how well they have mastered the skills. A cross-curricular lesson was videotaped prior to and after intervention. The post intervention data indicated a significant increase in the use and application of appropriate social skills in a group setting. There was a statistically significant increase in the students' use of appropriate vocabulary related to the targeted skills. (Ten appendices include data collection forms. Contains 39 references.) (KB)

ED 423 047 PS 026 856

Garrett, Kimberly N.; Busby, Rosetta F.; Pasnak, Robert
Cognitive Gains from Extended Play at Classification and Seriation.
PUB DATE- 98
NOTE- 21p.; Paper presented at the National Head Start Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; At Risk Persons; Class Activities; *Classification; *Cognitive Development; Concept Formation; Educational Innovation; Educational Research; Learning Processes; *Preschool Children; Preschool Education; Problem Solving; Serial Ordering; *Thinking Skills

This study examined the effect of an innovative teaching activity to improve concrete operational thinking skills with preschoolers in Head Start programs. A "learning set" of classification games and seriation games was used to teach the oddity principle and insertion into a series. These games were played with the children using toy ponies and hand puppets as props for a period of 4 months with 15 Head Start 4-year-olds. At the conclusion of this form of instruction, the children were significantly better than a comparison group of Head Start children at both classification and seriation. This superiority extended from problems involving three-dimensional objects to two-dimensional representations of oddity and seriation problems. The children's improvement has positive implications for transition from preschool to grades K-3, as well as for improving skills of at-risk children. (Contains 13 references.) (JPB)

ED 423 048 PS 026 866

Sterling, Lora T.; Martin, Suzanne; Lyons, Sandra
How Can We Help Hesitant Kindergarten Writers Become Risk Takers?
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Kindergarten; *Kindergarten Children; Parent Role; Parent Student Relationship; Primary Education; Teacher Role; *Writing Attitudes; *Writing Improvement; *Writing Instruction; *Writing Skills

This paper examines the ways kindergarten teachers can help improve the writing skills of their students who are hesitant to write. The paper describes a project that modified the

Materials; Parents; *Parents as Teachers; *Reading Aloud to Others; Reading Material Selection; Reading Readiness; Reading Writing Relationship; Teaching Guides; Workshops; *Young Children
IDENTIFIERS- Partner Reading

This document consists of two guides relating to reading with preschool and primary grade children, the first for parents and caregivers providing ideas for making reading aloud with children a natural and enjoyable part of family life, and the second for educators and workshop leaders outlining workshops to encourage family reading. Section 1 of the parent's guide discusses the importance of reading to children and introduces the program. Section 2 describes how to prepare children for school, selecting books for children, where and when to read with children, how to read with children, positive comments to make to children while reading, and making the reading/writing connection. Section 3 contains appendices reviewing research on reading and describes the Family Reading Club and the Reading Partners Program at Garden Hills Elementary School in Illinois. Section 1 of the leader's guide introduces the program, discusses why educators should facilitate family reading, and describes how to use the program. Section 2 provides three sample workshop agendas; outlines workshop information on preparing children for the program, book selection, reading procedures, and making the reading/writing connection; and contains reproducible masters for workshop materials. Section 3 presents information on publicity for the workshops, including evaluation suggestions, announcements, and registration forms. (Contains approximately 40 references.) (Author/KB)

ED 423 066 PS 026 906

Silver, Marty
Nature Nearby for Young Children.
PUB DATE- 98
NOTE- 10p.; Paper presented at the East Tennessee State University Center's Early Childhood Conference (Johnson City, TN, July 17-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservation Education; Discovery Learning; Environmental Education; Experiential Learning; Learning Activities; *Outdoor Activities; *Outdoor Education
IDENTIFIERS- Seasons

Young children learn best in nearby natural places, where they can use their senses to experience the pleasures of real discovery. This paper introduces outdoor activities for young children that will help them learn about nature. The activities encourage hands-on discovery based in careful, accurate sensory observation, keyed to the common occurrences of each season. Different activities are presented for each season, introducing children to the cycles of nature, aspects of the natural world, and the importance of ecological conservation in a living classroom. (JPB)

ED 423 067 PS 026 910

Shuptrine, Sarah C.; Grant, Vicki C.; McKenzie, Genny G.
Southern Regional Initiative To Improve Access to Benefits for Low Income Families with Children.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.

Relationship; *Parent Teacher Cooperation; Recreational Reading; School Safety; Teacher Expectations of Students
IDENTIFIERS- Family Values

This guide presents questions that parents frequently ask about their children's school along with answers to those questions. The questions and answers were prepared based on the results of studies conducted by the Partnership for Family Involvement in Education, the U.S. Department of Education, the GTE Foundation, and by the National Center for Education Statistics. Questions address topics of: (1) starting school (What expectations will the teacher have for my child?); (2) schoolwork (How can I get information about my child's school performance? What can I do to foster reading? What can I do to help my child's success in school?); (3) homework (How much homework should my child have? How can I help my child with homework?); (4) career preparation (How can I help my child make a successful transition from school to the university or to work? What classes should my child take in secondary school in order to be able to go to the university?); (5) safety (What can I do so that my child is safe and doesn't use drugs?); and (6) family expectations (What can I do so that school personnel know my family's hopes, dreams, and values? In what way can I be involved in my child's school?). (BC)

ED 423 086 RC 021 634

Pena, Delores C.
Mexican American Parental Involvement in Site Based Management.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; Elementary Education; Elementary Schools; Mexican American Education; *Mexican Americans; *Parent Attitudes; *Parent Participation; Parent School Relationship; *Participative Decision Making; *School Based Management
IDENTIFIERS- *Barriers to Participation; Texas

This study used interviews, home visits, observations of parent meetings, and informal discussions to examine parental involvement at a Texas elementary school with a high concentration of Mexican American families. In 1997-98, the school's Parent Involvement Cadre (1995-1997) was replaced with a new system of subject-related and support committees involving only teachers. Five parents were included on the Campus Advisory Council (CAC), which addressed decisions about planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The school was to use the CAC to involve parents in the goal-setting process and other decisions. Guidelines for selecting the parent representatives for 2-year terms and their duties are explained in this paper. Due to local interpretation of district directives and state requirements, both staff and parents were confused about what their duties were, the extent of parental involvement in the decision-making process, and how parents were to be informed. The fact that the principal had the final say on all decisions and was held accountable for the operation of the school posed another problem, in that parents felt their input was not a part of the decision making-process. Issues that affected decision making were professionalism, lack of information, and

Opinion; State Standards; *Track System (Education)
IDENTIFIERS- Reform Efforts; Texas

This theme issue presents an overview of the standards movement, and examines some difficulties in implementing high standards in an equitable manner for all students. "Faster Than a Plymouth: Reflections on the 'Opportunity To Learn Standards'" (Bradley Scott) discusses the need to create similar experiences and opportunities for academic enrichment and support for all students, since all students are being held to the same standards of excellence and achievement. A sidebar gives a timeline of the modern standards-based reform movement. "Standards, Assessments and Accountability" (Albert Cortez) examines assumptions and realities of the standards movement and explores the challenges of implementing national and state standards at the local level. A sidebar lists five dimensions of learning incorporated in standards that reflect a comprehensive view of learning. "Standards, Tracking and the Reform of Our Public Schools" (Oanh H. Maroney) discusses societal problems that public opinion attributes to schools and the problems caused by ability grouping or tracking in standards implementation. A sidebar lists principles of equity in education. "High Achievement Zone: Reform at Work" (Olivia Evey Chapa) describes successful changes in a barrio middle school (Wynn Seale Academy of Fine Arts, Corpus Christi, Texas) as a result of academic standards. "Education Policy by Public Opinion Polls?" (Albert Cortez) points out the hidden dangers in misinterpreting public opinion polls and developing policy based on those polls, especially in bilingual education. (SAS)

ED 423 104   RC 021 661

Castellano, Jaime A.
Identifying and Assessing Gifted and Talented Bilingual Hispanic Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; Bilingual Students; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Females; *Gifted; *Hispanic Americans; *Limited English Speaking; Screening Tests; Spanish Speaking; *Talent Identification
IDENTIFIERS- ERIC Digests

This Digest discusses the ongoing effort to develop new methods for identifying talent and giftedness among bilingual and limited-English-proficient Hispanic students. To provide better profiles for the identification of all gifted children, research suggests use of both qualitative and quantitative instruments. Several instruments are recommended for assessing disadvantaged children, including culturally and linguistically diverse students, and for use with Spanish-speaking students. Most school districts serving gifted and talented bilingual Hispanic students use multiple criteria in the screening and identification process. Multiple criteria may include ethnographic or dynamic assessment, portfolios, test scores, teacher observation, behavioral checklists, writing samples, and input from parents and community members. Certain student traits may alert teachers to consider further assessment.

Decisions Based on Science.
SPONS. AGENCY- American Petroleum Inst., Washington, DC.
PUB DATE- 97
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; *Decision Making; *Environmental Education; Physics; Problem Solving; Relevance (Education); *Science Activities; *Science and Society; Science Curriculum; *Science Education; *Scientific Literacy; Secondary Education; Standards; Student Evaluation
IDENTIFIERS- National Science Teachers Association

This guide makes the case for a decision-making focus in the science curriculum as a response to concern over preparing scientifically literate students. The student activities are organized by guided activities and independent exercises. Themes of the guided activities include xenotransplants, immunizations, household cleaning products, ozone, groundwater, the politics of biodiversity, speed limits, roller coasters, and recycling. The independent exercises focus on bovine growth hormone, chemical warfare, asbestos, zoos, marine resources, diet decisions, hearing loss, smoking, sources of energy, humans and robots in space, meteors, old growth forests, severe weather, and floodplains. Appended are curriculum matrices, a summary of decision making, a blank decision chart, and assessment rubrics. (DDR)

ED 423 124 SE 061 726

Beven, Roy Q.
Move with Science: Energy, Force, & Motion. An Activities-Based Teacher's Guide.
SPONS. AGENCY- National Highway Traffic Safety Administration (DOT), Washington, DC.
PUB DATE- 98
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Constructivism (Learning); Energy; Force; Hands on Science; Integrated Curriculum; *Mechanics (Physics); *Physics; *Relevance (Education); *Science Activities; Science Education; Scientific Methodology; Secondary Education; Student Evaluation; Teaching Guides; *Transportation
IDENTIFIERS- National Highway Traffic Safety Administration; National Science Teachers Association

The secondary school level activities contained in this book use the subject of transportation to teach the basic concepts of physics and several areas of human biology. The material is organized into sections including curriculum design, activities, background readings, and resources. Activities focus on such topics as notions of motion stability when turning, energy and reaction, detection, and collisions and safety. These conceptual learning plans include attention grabber activities, real experience activities, unique experience activities, applied experience activities, and scientific experiments. A rationale for using a constructivist learning plan is also included. (Contains an assessment rubric appendix, a bibliography, and additional resources.) (DDR)

ED 423 125 SE 061 727

strategies. Findings indicate that students generate two-dimensional illustrations of molecular structure as a default mode and that computer modeling holds promise in helping students overcome misconceptions about molecular structure. (Contains 37 references and 15 tables.) (DDR)

ED 423 147 SE 061 792

Discenna, Jennifer
A Study of Knowledge Structure in Physics.
PUB DATE- 98
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Concept Formation; Elementary Secondary Education; Higher Education; *Knowledge Representation; Learning Theories; Models; *Physics; Problem Solving; Science Education

This research study focused on the knowledge structure of the domain of physics by describing the knowledge of experts, intermediates, and novices. In order to investigate these representations, a reiterative categorization task was employed using novice, intermediate, and expert subjects (N=27). The categories were classified as theory-, model-, or mathematical model-based categories, and proportions of these categories were compared by level of expertise in order to compare subjects' categorization with the competing models. Results support a combined representation of physics knowledge based on both theories and models with the novice representation being a hierarchy of models. The highest level for both intermediates and experts was the theory used to solve the problem. Model-based categories were used by experts at the lowest level of categorization. (Contains 37 references, 10 tables, and 4 figures.) (DDR)

ED 423 148 SO 026 226

Tradition and Transformation. Fulbright Hays Summer Seminar Abroad Program 1995 (China).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 731p.; Some materials may not photocopy well.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian History; *Asian Studies; *Change; *Chinese Culture; Culture; Elementary Secondary Education; Foreign Countries; Foreign Policy; Global Education; Instructional Materials; International Relations; Multicultural Education; Non Western Civilization; Social Problems
IDENTIFIERS- *China

These projects were completed by participants in the Fulbright-Hays seminar in China in 1995. The participants represented various regions of the U.S. and different grade levels and subject areas. The units include: (1) "Travel Guide to China"

(150)
DESCRIPTORS- *Active Learning; *College Instruction; College Students; *Discovery Learning; Experiential Learning; Higher Education; *Social Studies; *Student Participation; *Teacher Effectiveness; Teacher Evaluation

Students' interest and involvement in social studies may be increased by motivating them to write about important topics which relate to their own life experiences. This article presents a general approach to writing instruction which may heighten students' curiosity to discover important topics in social studies as a relevant outgrowth of their life experiences. Teaching suggestions for assisting students' use of information collected during discovery to write reports are included. Sources include books and articles from professional journals. According to books, recent professional journal articles and empirical tests cited in this article, offering students supportive assistance to flexibility write about topics which stem from their own interests motivates them toward increased engagement and achievement in social studies. (EH)

ED 423 172 SO 028 552

Beins, Bernard C.
Counting Fidgets: Teaching the Complexity of Naturalistic Observation.
PUB DATE- 96
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Canada, August 12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Field Studies; Higher Education; Interaction Process Analysis; *Naturalistic Observation; Qualitative Research; Research Methodology; Scientific Methodology

This paper outlines a classroom technique that conveys to students some of the complexities of naturalistic and systematic observation. Most research methods textbooks devote only a single chapter to all of the descriptive techniques of research. This activity involves students in the observation and recording of "fidgets" during a five-minute period. Little discussion or explanation precedes the experiment. The class discussion that follows usually identifies typical problems encountered by naturalistic researchers including: (1) lack of clarity of definition of observed event; (2) an operational definition may constrain observations; (3) training observers for consistency for inter-rater reliability; (4) videotaping the scene to allow observers to discuss criteria of observation procedure; (5) method of recording data might differ across observers; (6) different vantage points of observers mean observations of the same event are different; and (7) participants know they are being observed which may influence the outcome of the study. (EH)

ED 423 173 SO 028 554

Emerson, Ann
Building Self-Esteem through Visual Art: A Curriculum for Middle School Girls.
PUB DATE- 94
NOTE- 58p.

NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Studies; *Comparative Education; *Economic Development; *Educational Equity (Finance); *Educational Finance; Educational Planning; Elementary Secondary Education; Financial Policy; Foreign Countries; Student Costs; Tables (Data)
IDENTIFIERS- *Vietnam

This study examines the system of education and training in Vietnam and poses the question: what changes in educational policies will ensure that students who pass through the system today will acquire the knowledge, skills, and attitudes needed for Vietnam to successfully complete the transition from a planned to a market economy? The report analyzes the present structure of educational costs and estimates the increase in public expenditure implied by enrollment targets set by the government and the party. The report reviews the experiences of eight "East Asian miracle" countries since 1950 (Japan, Hong Kong, the Republic of Korea, Singapore, Taipei-China, Indonesia, Malaysia, and Thailand) and draws lessons for Vietnam's education and training system. The report discusses a number of policy options; some of which address issues of quality while others intend to reduce unit costs and shift some costs from the state budget to private beneficiaries. The report considers the tradeoffs among conflicting objectives for Vietnam's education and training system, namely higher enrollments, improved quality, and increased equity. The six chapters include: (1) "Introduction"; (2) "The Education and Training Sector"; (3) "Education Expenditure and Finance"; (4) "Unit Costs and Internal Efficiency"; (5) "External Efficiency and Equity"; and (6) "Future Directions for Education Finance." Four appendices with references, 7 boxes, 44 figures, and 46 tables accompany the report. (EH)

ED 423 198 SO 029 187

Otero, George; Smith, Gary
Teaching about Cultural Awareness. Revised.
PUB DATE- 94
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; *Cultural Awareness; Cultural Pluralism; *Culture; Culture Conflict; Elementary Secondary Education; Global Education; *Multicultural Education; Racial Bias; Social Discrimination; Social Studies

This unit is designed for students in grades 5-12 and can be adapted for individual settings. The unit provides an introduction to multiple perspectives and cultural differences to help students become more aware of the diversity of ideas and practices in society. The unit is divided into four sections with lessons in each section. Sections include: (1) "Introduction"; (2) "Perception"; (3) "Culture and Me"; and (4) "Cultural Conflict, Discrimination, and Institutional Racism." (EH)

ED 423 199 SO 029 188

A total of 219 preservice elementary teachers from six classes completed the Paragon Learning Style Inventory, which obtains measures of the four Jungian/Myers-Briggs dimensions (introversion-extroversion, intuitive-sensate, thinking-feeling, and judging-perceiving). The results indicated that the students' scores all looked alike, with each class having about the same proportion of each type. The pattern fit the predicted pattern for educators. Comparisons of these data with data on practicing teachers indicated that they had essentially identical patterns, so individuals going into teaching were by cognitive style essentially the same as those currently teaching. This suggests that within the dimension of learning and cognitive style, the teaching personality is not learned but is in fact recruited. Preservice teachers were more extroverted than introverted; more concrete-minded sensates than abstract-thinking intuitives; more of the harmony-seeking feeling type than the logic-needing thinking type; and much more structured, sequentially thinking judgers than spontaneous, flexible thinking perceivers. (Contains 18 references.) (SM)

ED 423 220   SP 038 133

Press, Harold
Teacher Demand in Canada. A Report on the Teacher Labour Market.
PUB DATE- 97
NOTE- 24p.; Funding received from the Atlantic Canada Opportunities Agency.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Employment Patterns; Enrollment Trends; Faculty Mobility; Foreign Countries; Higher Education; Preservice Teacher Education; Public Education; Teacher Recruitment; Teacher Shortage; *Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Canada

This report summarizes findings from a national survey to gather information about current and future demand for teachers in Canada and to identify underlying policy concerns. The Teacher Demand survey was conducted with a sample of school districts in all provinces and territories and in both official languages. The survey contained 18 questions covering a broad range of issues, beginning with specific examinations of student enrollment and employment trends and ending with general inquiries into policy requirements. Respondents were asked about current teacher requirements and priorities and about teacher attrition and recruitment. There were 136 usable questionnaires, for a response rate of 67.7 percent. Results indicated a trend from a chronic teacher shortage to a perpetual surplus. However, there were still problems recruiting highly qualified individuals to rural and remote areas. There were projected teacher shortages due to the quality of teacher graduates, the match between vacancies and available recruits, the level and pace of student enrollment change, immigration policies, the nature and extent of interprovincial migration, resource allocation policies, teacher opportunities (e.g., early retirement), and teacher turnover rates due, in part, to an aging teacher labor force. Many respondents noted that current government reforms and revisions to teacher education programs are already resulting in a greater balance between supply and demand. Among the priorities identified by school districts, the most frequent tests used internationally, and nonEnglish language tests. The resources include gateways to many links related to language testing. The best known is the "Resources in Language Testing WWW Page." Some suggestions are made about efficient ways to use the Web page, and the contents of the following sections are briefly described: (1) Resources; (2) Organizations and Universities; (3) Mailing Lists; (4) Publications; (5) English Language Tests; and (6) Tests of NonEnglish Languages. A list of the topics under each of these headings is included. (SLD)

ED 423 240   TM 028 278

Krass, Iosif A.
Application of Direct Optimization for Item Calibration in Computerized Adaptive Testing.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability; *Adaptive Testing; Algorithms; *Computer Assisted Testing; Estimation (Mathematics); Online Systems; *Test Items
IDENTIFIERS- *Calibration; Estimation; Item Parameters; Likelihood Function Estimation; *Optimization

In the process of item calibration for a computerized adaptive test (CAT), many well-established calibrating packages show weakness in the estimation of item parameters. This paper introduces an on-line calibration algorithm based on the convexity of likelihood functions. This package consists of: (1) an algorithm that estimates examinee ability and (2) an algorithm that estimates the parameters for a new item that is seeded into the CAT test. The performance of the new package is comparable to BilogMG, and in some cases exceeds it. The new algorithm belongs to the class of Direct Maximization Aposteriori algorithms. (Contains 9 figures, 2 tables, and 17 references.) (Author/SLD)

ED 423 241   TM 028 334

Martinez, Michael E.
A Taxonomy of Methods for Demonstration of Proficiency in a Figural Medium.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement; *Classification; Computer Assisted Design; *Computer Graphics; Graphic Arts; Interaction; Models
IDENTIFIERS- *Graphic Representation; Image Analysis

The taxonomy presented in this paper lends structure to the range of tasks or problems possible within an interactive graphical medium. Some 70 items from a testing project were the basis for forming the categories described in the taxonomy. Items were drawn from science and technology domains. The categorical scheme was refined iteratively by two raters until it was able to accommodate all items. The framework is intended to have utility in the design of problems cast within an interactive graphical medium. The following item types are included: (1) point to image element; (2) evaluate image; (3) show direction/path; (4) show height, extent, or boundaries; (5)

Analysis; *Computer Assisted Testing; *Difficulty Level; Error of Measurement; Higher Education; Performance Factors; Selection; Test Anxiety; *Test Items
IDENTIFIERS- *Restricted Self Adapted Testing

Previous studies have shown that, when administered a self-adapted test, a few examinees will choose item difficulty levels that are not well-matched to their proficiencies, resulting in high standard errors of proficiency estimation. This study investigated whether the previously observed effects of a self-adapted test--lower anxiety and higher test performance relative to a computerized adaptive test (CAT)--can be sustained while eliminating the high standard errors. A restricted self-adapted test (RS-AT) in which examinees were allowed to choose among a set of difficulty levels only in the region of their proficiency estimates was utilized in this study. Data were collected from 273 students in an introductory statistics class. The results show that while the RS-AT effectively controlled the standard errors of proficiency estimation, examinees receiving an RS-AT did not show higher mean proficiency or lower posttest state anxiety than examinees receiving a CAT. (Contains 3 tables and 15 references.) (SLD)

ED 423 259 TM 028 994

Swearingen, Dorothy L.
Person Fit and Its Relationship with Other Measures of Response Set.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Students; Higher Education; Item Response Theory; *Measurement Techniques; *Response Style (Tests); Semantics; Test Construction; *Test Items
IDENTIFIERS- BIGSTEPS Computer Program; *Person Fit Measures; *Rasch Model

When response set is present, instead of responding to the intent of the question, the subject appears to be responding to a variable emanating from some personal characteristic. This threat to measurement reliability and validity warrants investigation of the source of response set so that questionnaire designers can minimize its occurrence. This study sought to identify response sets most closely associated with person fit, which has been shown to be an effective method for identifying response sets on a questionnaire. Subjects were 597 undergraduate and graduate students who were administered a thinking style measure and an attitude questionnaire on 2 controversial topics, abortion and homosexual rights, and 2 noncontroversial questions, arts education and standardized questions. Three item formats were used. The BIGSTEPS computer program was used to measure individual misfit, and when person fit and other response sets were found in the correlational analysis to be highly associated, verification was sought in the Rasch output. The moderate-to-substantial correlations between infit and extreme responding style and between infit and response range found on the semantic differential (SD), and rating scale (RS) item formats were not seen for the magnitude estimation scale (ME), suggesting that fit statistics may be useful in determining response set on the SD and RD scales for relatively higher levels in mathematics than in reading or language, a finding that supports the district's new mathematics curriculum. Results from the ITBS and the PLAN assessments, in conjunction with other assessment results, should provide a foundation of information that is necessary to make informed decisions about the instruction and achievement of district students. Seven appendixes contain definitions of terms used in the report and tables of historical ITBS results and trends. (SLD)

ED 423 276 TM 029 081

Deeter, Thomas; Prine, Don
Assessment Program Results 1996-1997. Focus on Assessing Outcomes.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Advanced Placement; *Criterion Referenced Tests; *Educational Assessment; Elementary Secondary Education; *Norm Referenced Tests; Scores; Standardized Tests; Standards; Tables (Data); *Test Results
IDENTIFIERS- ACT Assessment; *Des Moines Public Schools IA; Iowa Tests of Basic Skills; PLAN Tests

The Des Moines (Iowa) Public Schools continually evaluate the process of teaching for learning in order to provide quality programming for its diverse student body. Different methods of student outcome assessment are used to identify areas for study and analysis. This report provides information about the achievement of district students on: (1) criterion-referenced assessments; (2) advanced placement tests; (3) the District Composition Assessment; (4) the Iowa Tests of Basic Skills (ITBS); (5) the PLAN assessment (norm-referenced tests for 10th graders); and (6) the American College Testing Program (ACT) assessment. Results from the criterion-referenced tests show that at the elementary level, 76% of all scores were above the 70% standard, with 64% and 54% of the middle school and high school scores above the standard, respectively. A continuing challenge is to address the achievement gaps that exist between nonminority and minority students. The district was represented very well on Advanced Placement tests, with a number of students recognized for their achievement. In composition assessment, the percent of students in grades 3 and 5 achieving the "competent" standard was less than the target for the school year, but at grades 8 and 11, the percent achieving the competent standard was slightly above the target. District students scored well on the ITBS. In addition, 10th graders scored well on the PLAN assessment. The mean district score on the ACT was a 20.9 while the national mean was 21.0 and the Iowa mean was 22.1. For those few Iowa students who took the Scholastic Assessment Test, scores were well above the national means for verbal and mathematics scores. Six appendixes present definitions and tables of test results. (Contains 30 tables.) (SLD)

ED 423 277 TM 029 082

McGatha, Maggie; Cobb, Paul; McClain, Kay
An Analysis of Students' Statistical Understandings.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98

some amendments, and recommends that the bill as amended should pass. As introduced, H.R. 2846 amends the General Education Provisions Act and the Fund for Improvement of Education to prohibit Federal funds from being used to develop, plan, or implement (including pilot testing or field testing), or administer any national tests in reading, mathematics, or any other subject unless the test is specifically and explicitly provided for by law. An exception is provided for the Third International Mathematics and Science Study (TIMSS). Because the National Assessment of Educational Progress is specifically and explicitly authorized in the National Education Statistics Act of 1994 it would be unaffected by the legislation. The Committee amends H.R. 2846 to add six findings: (1) that high state and local standards in core academic subjects are essential to elementary and secondary education; (2) state and local control is the hallmark of U.S. education; (3) each of the states already uses numerous tests to measure achievement, and these are based primarily on state and local standards; (4) Public Law 105-78 does require the National Academy of Sciences to study the feasibility of an equivalency scale that would allow comparison of existing tests, and this permits limited test development activity in fourth grade reading and eighth grade mathematics in fiscal year 1998; (5) there is no specific or explicit authority in current Federal law for the proposed federally sponsored national tests in fourth grade reading and eighth grade mathematics; and (6) decisions about national testing will be made through the normal legislative process. Majority and minority Committee member views and supporting information accompanies the report. (SLD)

ED 423 294   TM 029 101

Saxe, Geoffrey B.; Franke, Megan L.; Gearhart, Maryl; Howard, Sharon; Crockett, Michele

Teachers' Shifting Assessment Practices in the Context of Educational Reform in Mathematics. CSE Technical Report 471.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 97

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Assessment; *Educational Change; Elementary Secondary Education; *Mathematics Teachers; *Performance Based Assessment; *Student Evaluation; Surveys; Test Construction; *Test Use

IDENTIFIERS- *Reform Efforts

This paper presents a study of primary and secondary mathematics teachers' changing assessment practices in the context of policy, stakeholder, and personal presses for change. Two cohorts of teachers, one of 35 elementary, middle school, and high school teachers and the other of 24 elementary and middle school teachers participated. Using survey and interviews, teachers' reports of their uses of three forms of assessment were collected. Two forms were linked to reforms in mathematics education (open ended problems and rubrics) and one was linked to traditional practice (exercises). Findings reveal several trajectories of change in the interplay between assessment forms and the functions that they serve. Teachers may implement new assessment forms in ways that serve "old" functions; teachers may re-purpose "old" assessment forms in ways that reveal students' mathematical thinking. The developmental performance-based assessment are outlined. Coverage includes the steps of planning and executing either formal or informal performance based assessments, namely: defining the purpose of the assessment; choosing the activity; defining the performance criteria; creating performance rubrics, or rating systems by which to determine students' proficiency for a given concept or skill; and, assessing the performance, including using tools by which to deliver feedback to the student. (Contains eight references.) (LMD).

ED 423 313 TM 029 201

McQuillan, Jeff
Seven Myths about Literacy in the United States. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College Entrance Examinations; Comparative Analysis; Dyslexia; Educational Research; *Educational Trends; Elementary Secondary Education; International Studies; *Literacy; *Mythology; National Surveys; *Reading Achievement; Trend Analysis; Whole Language Approach
IDENTIFIERS- California; ERIC Digests; *National Assessment of Educational Progress; *Scholastic Assessment Tests

This digest investigates seven of the most prevalent and damaging myths about literacy in the United States. In response to various claims about American elementary and secondary students' test score declines in reading achievement, the author interprets data from the National Assessment of Educational Progress (NAEP), the International Association for the Evaluation of Educational Achievement, and the Scholastic Assessment Tests (SAT) to support differing conclusions. In response to criticisms of whole language instructional methods which allegedly impede reading achievement, the author corrects the interpretation of California students' test scores on which the criticisms are largely based. The author warns that these myths and other distorted views of student achievement can only distract from the real problems of education in the United States, problems that must be studied in order to bring about change. (Contains 17 references.) (LMD)

ED 423 314 TM 029 227

Legum, Stanley; Caldwell, Nancy; Davis, Bryan; Haynes, Jacqueline; Hill, Telford J.; Litavecz, Stephen; Rizzo, Lou; Rust, Keith; Vo, Ngoan
The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates. Revised.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 1154p.; This report is a revision and full reprint of "The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates" (NCES-97-260). For the original, see ED 412 277. For the study's technical report, see ED 411

Program Implementation; Public Schools; *School Restructuring; Tables (Data); Teacher Expectations of Students; *Urban Schools; Urban Youth
IDENTIFIERS- *Baltimore City Public Schools MD

This report provides background, implementation, and diverse outcome data from the first 3 years of an ongoing effort to implement a highly specified school reform design in a high-poverty, urban elementary school, Woodson Elementary School, Baltimore (Maryland). The design that is being implemented is the Calvert School model. The Calvert School is a private elementary school with a long history of providing a high-quality education to many of Baltimore's most affluent families. Many children worldwide are home-schooled using Calvert's highly structured home instruction program. High expectations, time-on-task, rapid pace of instruction, frequent evaluations, immediate feedback, and student accuracy are viewed as fundamental in the Calvert model. In a method that predated portfolio instruction by over half a century, Calvert produces a "book" of each student's school folder for each month of the school year. The Calvert model had already been implemented at one Baltimore school with a great deal of success when the program was implemented at Woodson. The Woodson Elementary School is located in a predominantly African American community in Baltimore's central city. Over 90% of students are eligible for free or reduced-price lunch. Third-year implementation was largely, although not totally, successful. Outcome data indicate that the Calvert program has had a positive academic impact on students attending Woodson Elementary School. The quality of work in students' folders has been high, and student attendance has averaged 96.4%. Referral rates to special education remain low, and end-of-third-grade Comprehensive Testing Program scores have been dramatically above those of previous Woodson students. Scores on the Maryland School Performance Assessment Program have also improved. (Contains 13 tables and 22 references.) (SLD)

ED 423 330 UD 032 530

Sanders, Mavis G.; Epstein, Joyce L.
School-Family-Community Partnerships in Middle and High Schools: From Theory to Practice. Report No. 22.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Involvement; Cooperation; *Family Involvement; *High School Students; *High Schools; Intermediate Grades; Interviews; Junior High Schools; Middle Schools; Models; Parents; *Partnerships in Education; Secondary School Teachers; *Theory Practice Relationship
IDENTIFIERS- *Middle School Students; Middle School Teachers

To better understand how some secondary schools are working to encourage continued family and community involvement as children progress from elementary to middle and high school, 22 educators, parents, and students at 2 middle schools and 2 high schools were interviewed. The four schools are members of the National Network of Partnership Schools, which brings together and provides technical assistance to schools, districts, and states committed to developing comprehensive and permanent programs of school-family-community partnership. This report is organized in five sections. The first section discusses social

DESCRIPTORS- *Adolescents; *After School Programs; *Delinquency;
  Elementary Secondary Education; Juvenile Justice; Parent Child
  Relationship; Policy Formation; *Prevention; Public Opinion;
  Public Policy; Social Services; Surveys; Tables (Data); Taxes;
  *Violence
IDENTIFIERS- *California

This "Policy Note" highlights new information about youth crime and prevention that suggest that California has a unique opportunity over the next several years to invest in new preventive approaches for reducing youth violence. Several surveys by the California Center for Health Improvement (CCHI) have documented that Californians share a vision of the aspects of their communities that need major improvements. Safe neighborhoods lead the list of priorities for virtually all ethnic and income groups. In addition, Californians want to prevent youth from becoming involved in violence and crime. The National Longitudinal Study of Adolescent Health (Add Health), the first national study of adolescent health that measures a number of variables related to adolescent lives, surveyed 90,000 students in secondary school and interviewed more than 20,000 teenagers and 18,000 parents. The major research finding of this study is that, independent of race, ethnicity, family structure, and poverty status, adolescents who are connected to their parents, their families, and their school communities are healthier than those who are not. Another national study, "After-School Crime or After-School Programs," compiled from Federal Bureau of Investigation data, asserts that juvenile crime results from too little adult supervision and the decreased availability of after-school activities. A study in Orange County (California) has shown the effectiveness of an intervention that used an array of social services to assist targeted youth and their families. CCHI data show that Californians believe that money matters and that what money is spent on is critical. Strong majorities of voters consider community-based violence prevention programs to be effective and they are willing to allocate public tax dollars to fund them. Voters are also willing to create a state-level violence prevention authority to fund such projects. The challenge for policy makers and community leaders is to identify prevention strategies that work in funded programs. (Contains five tables and eight references.) (SLD)

ED 423 348   UD 032 563

LePage-Lees, Pamela
From Disadvantaged Girls to Successful Women: Education and
  Women's Resiliency.
PUB DATE- 97
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adjustment (to Environment);
  *Disadvantaged Youth; *Educational Attainment; *Females;
  Graduate Students; Graduate Study; Higher Education; Minority
  Groups; *Resilience (Personality); *Self Concept

This book is the result of a 2-year study of women who were disadvantaged as girls but who achieved highly in academics. The participants, all of whom had advanced degrees or had completed two years of graduate school, had been raised in low-income homes, were first-generation college students, and had faced stress as children. Most of these women were Caucasian, but 4 of the 21 considered themselves part of an ethnic minority. They ranged in age from 24 to 54. Information about

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; Content Analysis; *Curriculum Development; *Employment Qualifications; Higher Education; Information Industry; Information Science Education; *Information Systems; Job Placement; *Job Skills; Newspapers; Occupational Information; Systems Development; Tables (Data)
IDENTIFIERS- *Classified Advertising; *Job Announcements; United States (Southeast); Want Ads

In order to identify the information systems (IS) backgrounds and skills most in demand among employers in the Southeastern United States, the classified ads appearing in the region's major cities during the summer of 1997 were content analyzed. This paper reports the major findings of this investigation and their curriculum implications. It also outlines potential follow-up investigations for this and other newspaper want ad content analysis studies. There are several notable curriculum implications of these findings. First, the results suggest that it is important for IS curricula to emphasize both "hard" and "soft" IS skills. The results also suggest that it is important for IS program graduates to be well-grounded in systems development processes and that the traditional systems development life cycle continues to serve as useful framework for helping students understand the tradeoffs associated with different platforms, applications, programming languages, and data access alternatives. Another important implication of the broad range of technical skills mentioned in the newspaper job listing analyzed is that it is important for students graduating from IS programs to be prepared to develop new technical skills and competencies on an ongoing basis. Eleven tables illustrate results. (Author/AEF)

ED 422 928 IR 057 086

Jacobs, Neil; Lorents, Alden C.; Bosse, Malcolm
Applying What CIS Faculty Teach To Support Accreditation Efforts--A Case Study.
PUB DATE- 97
NOTE- 10p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Accrediting Agencies; *Business Administration Education; Computer System Design; *Computer Uses in Education; *Database Design; Educational Administration; Educational Quality; Higher Education; *Information Systems; Institutional Evaluation; Program Development; *Systems Development
IDENTIFIERS- American Assembly Collegiate Schools of Business

This paper describes the efforts at an American Assembly of Collegiate Schools of Business (AACSB) accredited college as the school responded to the new mission-driven management expectations and prepared for the formal review of its accreditation status by the AACSB. Under the direction of Computer Information Systems (CIS) faculty, end-user systems were developed to manage initial management efforts, track compliance with accreditation standards, track course scheduling, provide historical data to inform processes for

Novitzki, James E.
The MIS Core Course: A Revolutionary Look.
PUB DATE- 97
NOTE- 8p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Core Curriculum; *Course Content; Course Evaluation; Curriculum Development; Graduate Study; Higher Education; *Instructional Design; Instructional Development; *Management Information Systems; *Student Attitudes; Student Surveys; Undergraduate Study
IDENTIFIERS- *Course Development

This paper discusses the remaking of the MIS (Management Information Systems) core course in a graduate business degree program. The graduate MIS course has many of the same problems as the undergraduate one, which has been described as "the widow maker." Several attempts to modify the course resulted in lower evaluations. The course then underwent a major redesign. The new course does not teach technology--rather, students learn about how basic business functions and operations can be impacted in both good and bad ways through the use of technology. Technical issues are brought up only to the level that the discussion of functional organizational issues requires technical knowledge for understanding about what is happening and why. Initial results indicate significant improvement in students' understanding important concepts, perceiving the need for management involvement, and recognizing the importance of the course. Finally, the revised course resulted in higher satisfaction with the entire course for both students and instructors. (Author/AEF)

ED 422 950 IR 057 108

Van Slyke, Craig; Trimmer, Kenneth; Kittner, Marcy
Integrating Teamwork into Information Systems Courses.
PUB DATE- 97
NOTE- 14p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Cooperative Learning; Curriculum Development; Higher Education; *Information Science Education; *Information Systems; Instructional Design; Instructional Effectiveness; Knowledge Level; Systems Analysis; Systems Development; Teaching Methods; *Teamwork

Teams are becoming increasingly important as an organizational form, particularly in information systems (IS) development. In response to this trend, a number of educators, including IS educators, include team components as part of their course curriculum. For example, many systems analysis and design courses include a team project component. It may not be enough, however, to simply have a team project. It may be necessary to integrate instruction in teamwork skills into IS courses. This paper discusses the importance of teams and delineates the lesson plans. The book includes information on shelving options and classification schemes so that informed decisions can be made regarding how to organize the various collections once the materials have been acquired. (AEF)

ED 422 970 IR 057 172

Dempsey, Bert J., Ed.; Jones, Paul, Ed.
Internet Issues and Applications, 1997-1998.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Censorship; Computer Security; Databases; Distance Education; Economic Factors; Futures (of Society); Information Policy; *Internet; Multimedia Materials; Privacy; Social Influences; Tables (Data); *Technological Advancement; World Wide Web
IDENTIFIERS- Computer Use; Computer Users

This book gives an overview of the leading-edge Internet application areas (streaming multimedia, collaborative tools, Web databases) and key information policy issues (privacy, censorship, information quality, and more). The text serves as a primer on understanding the forces--economic, legal, social, as well as technological--that are shaping the future of the Internet. The book is organized into nine chapters, authored by multiple contributors. Chapters include: (1) "Introduction"; (2) "Health of the Internet"; (3) "Censorship and the First Amendment"; (4) "Anonymity, Privacy, and Security"; (5) "Information Quality"; (6) "Internet Commerce: A Global Marketspace"; (7) "Distance Education: A Killer App?"; (8) "Streaming Audio" (Gary Geisler, Erika Grams); and (9) "Streaming Video" (Chris Brannon, Matt Digan, Mark Koyanagi). Individual subheadings include: "Network (R)Evolution" (Bert J. Dempsey); "Overview of the Book" (Paul Jones); "Internet Access and the Telephone Network" (Chris Brannon); "Managing Naming in the Internet" (SaiAnand Balu); "Extending First Amendment Protections to the Internet" (Joey Senat); "Global Censorship" (Erika Grams); "Child Protection" (Kimberly Ryan); "Privacy" (W. John MacMullen); "Anonymity" (W. John Mullen); "Security" (W. John MacMullen); "The Clipper Chip" (Nathan Harwell); "Is the Truth Out There?: Defining Information Quality" (Serena Fenton); "Evaluating the IQ (Information Quality) of Web Publications" (Mary M. Rivas-Rodriguez); "Commence on the Internet" (W. John MacMullen); "Web Ads a la Click Here!" (Matt Digan); "The New Demand for Distance Education" (Gary Geisler); "The Virtual Classroom" (D. Jay Cervino); "Putting Courses On-line: Theory and Practice" (Mark Koyanagi); Fifteen figures and tables illustrate the text. (AEF)

ED 422 971 IR 057 173

Bassman, Keri; Lacampagne, Carole; Humes, Barbara; Korb, Roslyn
How Does Your Public Library Compare? Service Performance of Peer Groups. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

instructional technology are put forward, and Project SYNERGY, case study of success, is reviewed. New problems that have surfaced are discussed, including inadequate faculty compensation and competition for community college students and their dollars. The article predicts that other challenges will continue to arise, and that efforts to find innovative solutions will become increasingly necessary. These challenges will force community colleges to revisit their missions, particularly in response to issues of access and service. (AS)

ED 422 990 JC 980 377

Solorzano, Sylvia M., Ed.
Celebrating Partnerships. Highlights of the Annual Community Education Conference (6th, River Grove, IL, November 14, 1997).
PUB DATE- 98
NOTE- 60p.; For an earlier conference report, see ED 370 650.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Community Involvement; *Community Resources; *Cooperative Programs; Elementary Secondary Education; Government School Relationship; *Institutional Cooperation; *Partnerships in Education; School Community Relationship; Shared Resources and Services

This paper is published annually by the Celebrating Partnerships Conference Planning Committee to share information on successful partnership programs that address community issues and concerns. The papers were presented at a conference in honor of National Community Education Day. This collection illustrates the efforts of diverse community sectors that have pooled their resources to improve the quality of life in their communities. It aims to present program ideas that will help strengthen partnerships and develop new coalitions. Sections included are titled Government/Community Partnership; Government, Business and Community Sectors: How to Work Together Against Violence; Libraries Connecting Communities Online; Education to Careers Partnership; Partnership of the American Heart Association; Energy Net; Interact; Building Bridges to Safer Communities; United Power for Action and Justice; and REACH: Resources for the Education of Adults in the Chicago Area. Signed proclamations, and lists of conference sponsors, exhibitors, and participants are included. (AS)

ED 422 991 JC 980 380

Marwick, Judith D.
Academic Outcomes Assessment, A Tool for Student Learning.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; *Accreditation (Institutions); *College Outcomes Assessment; *Community Colleges; Curriculum Evaluation; Evaluation; Institutional Mission; Performance Factors; Student Needs; Teaching Methods; Thinking Skills; Two Year Colleges
IDENTIFIERS- University of Illinois Urbana Champaign

The academic outcomes assessment movement focuses on measuring student learning as a direct outcome of the teaching process. This paper supports the idea that community colleges are well situated as leaders in the area of academic outcomes

Colleges.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *College Administration; *Community Colleges; Employee Attitudes; *Employment Practices; Equal Opportunities (Jobs); Institutional Role; *Labor; *Legislation; Personnel Policy; Two Year Colleges; Unemployment
IDENTIFIERS- *California Community Colleges; Compton Community College CA; *Employment Security

There is limited security in terms of employment with California community colleges. This paper addresses both the rights of administrators to continued, long-term employment, and the obligations of a college district to continue employment of an administrator. Following an introduction on turnover, discrimination, categories, and regulations of employment in California community colleges, this report contains information on employment law. Two individual scenarios are included: (1) non-reappointment of an administrator, and; (2) a situation in which an administrator accepts outside employment. For both, issues and outcomes are discussed. Other types of employment are described, such as contract and certified employees, which are short-term appointments that serve at the will of the governing board. Classified positions are generally more secure than certified positions because of the career nature of the employment relationship. Legal topics explored include the California Education Code, Assembly Bill 1725, board policies and procedures, political issues, and citations. Implications regarding districts and administrators cite relevant issues for both. (AS)

ED 423 012 JC 980 409

Attinasi, Louis C., Jr.; Reece, Dee A.
Pima Community College 1997-98 Graduates Report.
PUB DATE- 98
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Graduates; Community Colleges; *Degrees (Academic); Educational Attainment; Ethnic Distribution; Minority Groups; *Statistical Data; *Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Pima Community College AZ

In 1997-98, 1,421 students graduated from Pima Community College (PCC) in Arizona. Sixty percent of the graduates were female and 33% minority. More specifically, the graduate population was 24% Hispanic, 4% African American, 3% Asian American, and 2% Native American. There were 9% fewer total graduates in 1997-98 than in 1996-97, and compared with 1996-97, Hispanics represented 3% more of the graduates, Anglos 3% less. Awards received by 1997-98 PCC graduates totaled 1,566, with an average of 1.1 awards per graduate. A majority (66%) of the awards were degrees. Technical and advanced certificates together accounted for 12%, and basic certificates accounted for 22%. Compared with 1996-97, degrees and technical certificates represented slightly larger percentages of awards, while basic and advanced certificates earned were slightly fewer. The Associate of Applied Science was the most frequently

(10) teen violent death rate. The bulk of the report provides state and county profiles. Findings indicated that approximately 25 percent of Arkansas' children live in poverty, with the number of children receiving food stamp assistance increasing from 1990 to 1995, and the percent eligible for school lunch programs increasing each year. The school dropout rate increased in 1992-93. The percent of births to teens increased from 1990 to 1994. Although the state maltreatment victim rate had been slowly declining, it increased from 1994 to 1995. There was also an increase of in juvenile arrest rates from 1989 to 1994. The teen violent death rate increased from 1990 to 1994, with motor vehicle accidents the most common cause. The report concludes with a section on indicator definitions and data sources. (KB)

ED 423 031 PS 026 735

Dahlstrom, Sherryl M.; High, Rhonda L.
Arkansas' Children: How Well Are They Doing? Arkansas Kids Count Data Book 1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 209p.; For other Kids Count Data Books, see PS 026 731, 732, 733, and 737.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; College Preparation; *Counties; Crime; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Incidence; Income; Mortality Rate; Mothers; Parent Background; *Poverty; Prenatal Care; Sexual Abuse; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Tech Prep; Trend Analysis; Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- Aid to Families with Dependent Children; *Arkansas; Arrests; Food Stamp Program; *Indicators; School Lunch Program; Women Infants Children Supplemental Food Program

This Kids Count data book is the fourth to examine the well-being of Arkansas' children and notes trends from 1990 to 1995. The report's introductory sections include discussions of the potential impact of welfare reform on Arkansas' children, and present figures detailing the number of children affected by particular risk factors each week. The statistical report is based on 13 core indicators of well-being: (1) unemployment rate; (2) per capita personal income; (3) Aid to Families Profiles with Dependent Children (AFDC) participation;(4) Food Stamp Program participation; (5) School Lunch Program participation; (6) Women, Infants and Children's Nutrition Program participation; (7) high school dropout rate; (8) percent births to women with less than 12 years of education; (9) teen birth rate; (10) infant mortality rate; (11) child maltreatment rate; (12) teen arrest rate; and (13) teen violent death rate. The bulk of the report presents state and county profiles and, in tabular format, county and statewide data for indicators of safety and security, socioeconomic status, health, and education. Appended are indicator definitions and data sources. Findings indicate that for core indicators, between 1990 and 1995, there were improvements in per capita income, unemployment rate, AFDC participation, high school dropout rate, percent of births to women with less than 12 years education, and the infant mortality rate. Arkansas' children fared less well in 1995 in terms of participation in physical classroom environment, nurtured the emotional climate, and used other strategies, such as allowing more time to write, modeling functional writing, and valuing all forms of writing. A copy of the project brochure created to inform parents of ways they can help their child become a confident writer at home is included. The paper then presents six case studies of hesitant kindergarten writers that document their writing progress and highlight the importance of the environmental issues in improving writing skills. These issues include the child's perception of him- or herself as a writers, the teacher's perception of the student, parent participation in the process, and the role of the environment in which children's perceptions of themselves as writers can flourish. Original observation records with notes and anecdotal notes are included. (Contains 24 references.) (JPB)

ED 423 049 PS 026 869

Bell, Karen N.
The Role of Local Churches in Promoting Child Health: Lessons from Research and Practice. Resource Brief.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Church Programs; *Church Role; Community Involvement; Community Role; Economically Disadvantaged; Health Needs; Health Promotion; *Health Services; Low Income Groups; Medical Services; *Welfare Services

The pilot Ecumenical Child Health Project tested ways to coordinate local church activities aimed at improving young children's access to health care. Within a year, coordinators at 3 pilot sites had succeeded in initialing or enhancing several activities that linked health care to more than 1000 families and children living in medically under-served neighborhoods. This article discusses strategies or approaches that emerged from the project as church-related routes for improving health access. The article also describes specific partnerships initiated between ecumenical groups and local organizations, and discusses limitations and advantages of working with churches to address child health concerns. While the pilot study demonstrated that child health is a viable mission for local churches, the paper suggests that resources, planning and technical assistance be coordinated on a community-wide basis. (JPB)

ED 423 050 PS 026 870

Oshinsky, Carole J.; Goodman, Barbara; Woods, Tryon; Rosensweig, Marjorie A.
Building Bright Futures: An Annotated Bibliography on Substance Abuse Prevention for Families with Young Children.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; Change Strategies; *Child Health; Community Coordination; Drinking;

PUB DATE- 98
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Health; *Children; Day Care; Employed Parents; Family Needs; Health Insurance; Information Dissemination; Insurance; *Low Income Groups; *Outreach Programs; Program Descriptions; *Social Services; State Programs; Transportation
IDENTIFIERS- United States (South)

With the passage of welfare reform, the consolidation of child care programs, the attainment of more state options under Medicaid, and the enactment of the State Children's Health Insurance Program, states are now able to significantly change fundamental health and social policies related to children. This project of the Southern Institute on Children and Families, funded by the Robert Wood Johnson Foundation, was designed to help southern states identify ways to improve access to benefits by low-income working families with children. Specific activities of the project included: the development of outreach information brochures and videotapes for use in southern states; site visits in 17 southern states and the District of Columbia to identify policies and procedures that present access barriers for low-income families and identify strategies being used to improve access to benefits; and a conference to promote dialogue on interagency and interdepartmental issues affecting low income families. This report outlines actions states are taking and can take to improve access to benefits, including issues related to the affordability of health coverage and child care in relation to family income, the categorical structure of benefit programs, counterproductive eligibility rules, inadequate transportation services, and the need for aggressive outreach. State strategies are summarized and state-by-state data are presented where available. Presentations from the Southern Regional Forum on Improving Access to Benefits for Families with Children are summarized. Six appendices include sample outreach brochures, state data on Aid to Families with Dependent Children application denials, and state contacts in fourteen states for Head Start collaboration. (KB)

ED 423 068 PS 026 916

Bryant, Donna; Bernier, Kathleen; Taylor, Karen; Maxwell, Kelly
The Effects of Smart Start Child Care on Kindergarten Entry Skills. FPG-UNC Smart Start Evaluation Report.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care Centers; *Day Care Effects; *Economically Disadvantaged; Educational Objectives; Kindergarten; *Kindergarten Children; Learning Readiness; Low Income Groups; Outcomes of Education; Poverty; Poverty Programs; Primary Education; *School Readiness
IDENTIFIERS- North Carolina; *Smart Start

Helping families access affordable, quality child care has been the primary focus for the Orange County, North Carolina Smart Start Partnership for Young Children. This study investigated the effects of Smart Start efforts on children's skills at kindergarten entry. Kindergarten teachers rated the cognitive, reliance on social networks to distribute information. Recommendations include clarification of the site-based decision-making guidelines; involvement of new parents; use of democratic principles; better communication with all parents; a longer term of service for CAC parent representatives; an assessment of parental needs; and a hierarchical inclusion of all parents at various levels. (Contains 13 references.) (SAS)

ED 423 087 RC 021 635

High, Clennis F.
An Analysis of the Disparity between Urban, Suburban, and Rural Community, Junior and Technical Colleges on TASP Performance: It's Not Just a Minority Problem.
PUB DATE- 98
NOTE- 34p.; Newspaper articles will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Community Colleges; Comparative Analysis; Hispanic Americans; *Low Achievement; *Rural Urban Differences; Scores; Socioeconomic Influences; Standardized Tests; State Surveys; *Student Evaluation; Technical Institutes; *Two Year College Students; *Two Year Colleges; Whites
IDENTIFIERS- Rural Suburban Differences; *Texas; *Texas Academic Skills Program

Texas college students must pass all three sections (reading, writing, and mathematics) of the state-mandated Texas Academic Skills Program (TASP) Test or must enroll in remedial course work. Over 98,000 TASP scores from 73 community, junior, and technical colleges for the academic year 1996-1997 were analyzed to ascertain if less-prepared students attend 2-year colleges than universities. Data were segregated into types of colleges (urban, suburban, and rural) and ethnicity (White, Black, Hispanic, and Other). The analyses clearly indicated that rural colleges performed far below the levels of both urban and suburban colleges. A most significant finding was that White students at rural colleges performed significantly below the level of those at urban and suburban colleges. Hispanic students at urban colleges had pass rates slightly higher than Hispanics at suburban colleges and significantly higher than those at rural colleges. Suburban colleges' pass rates were the highest among two-year colleges and nearly equaled the overall pass rate of all Texas institutions of higher education. The number of non-White students who took the test was negatively related to the percentage of students who passed the test, particularly at urban colleges. Half the schools in the study had pass rates of 40.3 percent or less. Pass rates among urban colleges varied more widely than those at suburban and rural colleges. Implications are discussed relative to proposed performance-based funding of Texas colleges, standardized testing in elementary and secondary schools, and ethnic and social disparities. Includes a description of the TASP test, outlines of essential elements in the Texas Assessment of Academic Skills (TAAS), data tables, and newspaper clippings. (SAS)

ED 423 088 RC 021 636

Parkerson, Donald H.; Parkerson, Jo Ann
The Emergence of the Common School in the U.S. Countryside. Mellen Studies in Education, Volume 36.
PUB DATE- 98
NOTE- 195p.

Although Hispanic females have shown a consistent trend of doing better academically than males, they remain seriously underrepresented in higher education. To increase participation of Hispanic female students in programs for the gifted and talented, both parents and educators must be advocates. As more culturally and linguistically diverse students enter the nation's schools, local programs must be in place to identify and educate the gifted and talented among them and must allow their participation while they are learning English. (Contains 21 references.) (SV)

ED 423 105 RC 021 663

Collins, Timothy; Eller, Ronald D.; Taul, Glen Edward
Kentucky River Area Development District (KRADD): Historic Trends and Geographic Patterns.
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Children; Community Organizations; *Demography; Economic Development; *Educational Attainment; *Employment Patterns; Income; *Labor Force; Labor Market; Local History; *Poverty; Regional Characteristics; Rural Areas; Rural Development; *Rural Population
IDENTIFIERS- Appalachia; *Kentucky (East)

Lying within the Cumberland Plateau of Appalachia, the Kentucky River Area Development District (KRADD) comprises eight rural Kentucky counties: Breathitt, Knott, Lee, Leslie, Letcher, Owsley, Perry, and Wolfe. This report reviews regional history of economic development and examines socioeconomic indicators, including education, poverty, and the condition of children. Part 1 discusses settlement; early development patterns in agriculture and natural resource extraction; industrialization, 1861-1920 (expansion of coal mining and timber industries, population growth and change); and the Great Depression and beyond (declines in employment, increased outmigration, development schemes of the 1960s). Part 2 provides details for KRADD and for each county on population trends since 1970, population by age groups (including those over 65 and under 18), employment (overall and for major sectors), unemployment, labor force participation, wages and income, poverty rates, children in poverty, welfare recipients, high school graduates, and persons with associate degrees. The conclusion rates economic distress in KRADD census tracts; discusses the failure of KRADD's "growth center" development strategy to benefit outlying areas; and points out the challenges facing the region to counter historical forces that have led to outmigration, low-skill and low-wage jobs, high poverty rates, and low levels of education. Part 3 lists 64 community organizations serving KRADD. Appendices summarize population and income facts about Kentucky and KRADD counties, and provide data on the well-being of children in each county. (Contains 50 references and many data tables and figures. Of particular relevance to education are map 10: "persons without high school diploma by census tract, 1990", map 11: "persons with associate degrees by census tract" (p. 34-35). (SV)

ED 423 106 RC 021 665

Head Start Directory: American Indian Programs Branch, Region XI.
PUB DATE- 98

Rakow, Steven J., Ed.
NSTA Pathways to the Science Standards: Guidelines for Moving the Vision into Practice. Middle School Edition.
PUB DATE- 98
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Educational Strategies; Intermediate Grades; Junior High Schools; *Middle Schools; Philosophy; Professional Development; *Science Curriculum; *Science Education; *Science Teachers; *Scientific Literacy; Standards; *Student Evaluation; Teaching Guides
IDENTIFIERS- *National Science Education Standards; National Science Teachers Association

The purposes of this guide are to demonstrate how to apply the National Science Education Standards to the real world of the middle school classroom and to serve as a tool for collaboration among principals, state and local administrators, parents, and school board members. Different sections focus on science teaching standards, professional development standards, assessment standards, content standards, program standards, and system standards. The unifying concepts and processes discussed in the content standards include science as inquiry, physical science, life science, earth and space science, science and technology, science in personal and social perspectives, and the history and nature of science. The appendices contain an account of the relevant history of the National Science Education Standards, the actual National Science Education Standards, and ideas about the design of middle school science facilities. (DDR)

ED 423 126 SE 061 728

Doran, Rodney; Chan, Fred; Tamir, Pinchas
Science Educator's Guide to Assessment.
PUB DATE- 98
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; *Constructivism (Learning); Earth Science; Educational Strategies; Elementary Secondary Education; *Inquiry; Outcomes of Education; Physics; *Science Activities; Science Curriculum; *Science Education; Standards; *Student Evaluation
IDENTIFIERS- National Science Teachers Association

This book presents assessment formats, strategies, models, and templates appropriate for learning outcomes in inquiry activities undertaken in the classroom and the laboratory as well as outdoors. The designs of these assessment formats and strategies are based on the most recent research on assessment, instruction, and learning, and include many practical assessment examples. Chapters include a discussion of the National Science Education Standards and recent research suggesting that instruction should move from a primarily behaviorist approach towards constructivist models of learning and instruction, practical issues related to designing performance assessments, the benefits and drawbacks of various assessment formats, suggestions for using rubrics, and specific information about assessment in the science content areas. The

(Marcy Adelson); (2) "Traditional and Contemporary Values of China" (Peter Ciemins); (3) "Chinese Philosophies Unit" (Matthew Clayton); (4) "Unit on China" (Peggy Coffey); (5) "Excavating the Tomb of China's First Emperor" (Kay Corcoran); (6) "One Voice, Many Voices" (Christine Del Gaudio); (7) "Artifacts Lesson" (Maureen Fredrickson); (8) "Teaching Modern Chinese History through Literature" (Leath Hunt); (9) "Three Cultures, Two World Views" (J. Kevin Oakes); (10) "Beyond the Lecture: The Seminar Method Implementing 'The Son of the Revolution'" (Anita Pilling); (11) "Problems Facing China Due to Her Large Population" (Joanne Saunders); (12) "Understanding a Different World View" (Kathie Selden); (13) "The Ch'in Dynasty: Archaeological Wonders" (David J. Sheehan); (14) "Caught in the Crackdown" (Mellanie L. Shepherd); (15) "China: Five Themes of Geography" (Barbara Spillane); and (16) "The Treasure of Sinqitun: The Search for Chimera and Other China Studies" (Carole J. Wilkinson). (EH)

ED 423 149   SO 026 811

The Teaching of Human Rights. Report of an International Seminar. (Geneva, Switzerland, December 5-9, 1988).
PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizenship; Citizenship Education; *Civil Liberties; Foreign Countries; Freedom; Global Approach; *International Cooperation; International Relations; Nonformal Education; Teacher Education
IDENTIFIERS- *United Nations

The agenda for a seminar on teaching human rights for the semi centered on presentations of three background papers. Topics covered at the seminar: (1) teaching of human rights through the training of law enforcement personnel, lawyers, judges, and consideration of international standards vs. actual institutional practice; (2) teaching of human rights to teachers at all levels, including those at police academies with attention focused on questions of discipline(s), contents and methods; and (3) non-formal education and methods and their target groups--parents, religious leaders, labor union leaders, professional associations, and village councils, addressing the questions of individual and collective rights vs. duties, and inductive teaching (real-life situations). Discussions followed the presentations and are reflected in this report. A roster of participants is listed. (LAP)

ED 423 150   SO 027 441

Kepler, Phyllis; Royse, Brooke Sarno; Kepler, John
Windows to the World: Themes for Cross-Cultural Understanding. Grade 4-8.
PUB DATE- 96
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Awareness; Cultural Differences; Cultural Exchange; Cultural Traits; *Culture; Elementary Education; Global Education; Multicultura

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Values; *Art Expression; Creative Expression; *Females; Foreign Countries; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Self Concept; *Self Esteem; *Visual Arts; *Womens Studies
IDENTIFIERS- *Middle School Students

This project is to help students learn about ways to investigate self-esteem and develop resiliency through the medium of visual art. The project is developed with middle school girls in mind but can be used with all people who experience some loss of self through socialization. The art studio lends itself to experiment with ideas and self-discovery with its more relaxed and open atmosphere. The course is divided into three themes: history, myths and folklore, and dreams. Learning activities include: (1) "Cave Paintings"; (2) "West African Women's Decoration on Houses"; (3) "Dream Room"; (4) "Caring"; (5) "Body Image"; (6) "Egyptian Sarcophagus"; (7) "Aboriginal Dream Painting"; and (8) "Assigning Color to Feelings." An evaluation proposal, bibliography, and suggested integrated reading list conclude the paper. (EH)

ED 423 174 SO 028 555

Beaton, Richard A.
Asian and African Civilizations: Course Description, Topical Outline, and Sample Unit.
PUB DATE- 95
NOTE- 294p.; Photographs and illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *African Studies; *Asian Studies; Course Content; *Course Descriptions; Ethnic Groups; Foreign Countries; *Indians; Non Western Civilization; Secondary Education; Social Studies; World History
IDENTIFIERS- Africa; Asia; India

This paper provides a skeleton of a one-year course in Asian and African civilizations intended for upper school students. The curricular package consists of four parts. The first part deals with the basic shape and content of the course as envisioned. The remaining three parts develop a specific unit on classical India with a series of teacher notes, a set of student readings that can be used according to individual needs, and a prose narrative of content with suggestions for extension and inclusion. (EH)

ED 423 175 SO 028 562

Lockett, Gretchen C.
Reaching Out To Make Connections: Engendering Efficacy through Interdisciplinary Thematic Units in the Social Studies.
PUB DATE- 96
NOTE- 32p.; Paper presented at the Historically Black Colleges and Universities Faculty Development Symposium (3rd, Memphis, TN, October 11-13, 1996). Some colored ink may not photocopy clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

Hursh, Heidi; Schukar, Ron; Simmons, Barry Dean
Geographic Perspectives: Content-Based Activities. Revised.
PUB DATE- 94
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Cultural Awareness; Culture; Economics; Environmental Education; Foreign Countries; *Geographic Concepts; *Geography; *Geography Instruction; Global Education; Multicultural Education; Political Science; Secondary Education; Social Studies

This unit is designed for students in grades 7-12 and can be adapted for individual settings. The unit provides student-centered instruction in geography through content specific teaching strategies. The unit is divided into five sections with lessons in each section. Sections include: (1) "Basic Perspectives"; (2) "Cultural Perspectives"; (3) "Economic Perspectives"; (4) "Environmental Perspectives"; and (5) "Political Perspectives." A 26-item annotated bibliography concludes this unit. (EH)

ED 423 200 SO 029 190

Davis, James E., Ed.
Planning a Social Studies Program: Activities, Guidelines, and Resources. Fourth Edition.
PUB DATE- 98
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Course Content; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Curriculum Guides; Elementary Secondary Education; Formative Evaluation; *Social Studies

The fourth edition of this curriculum planning resource takes users through the entire process of planning a social studies program, from deciding on a rationale to selecting curriculum materials to installing and maintaining the program. The guide incorporates current concerns such as standards-based curriculum, authentic assessment, and school-based staff development. The guide addresses each of the planning steps, including chapters on: (1) "Planning to Plan"; (2) "Addressing Issues that Affect Social Studies"; (3) "Deciding on a Rationale"; (4) "Assessing the Current Program"; (5) "Developing Broad Program Goals"; (6) "Identifying Student Outcomes"; (7) "Linking Outcomes and Content"; (8) "Selecting Curriculum Materials"; (9) "Planning Evaluation"; (10) "Installing and Maintaining the Program"; and (11) "Modifying the Program." The guide includes planning tools and curriculum materials analysis instruments, sample formats for curriculum documents, a list of publishers of social studies materials, and a reading on evaluation as an instructional tool. (EH)

ED 423 201 SO 029 194

response was technology education. (Contains 26 references.) (SM)

ED 423 221 SP 038 134

Greenberg, Rebecca C.
Students' Perceptions of Self and Classroom Environment and Their Reported Help Seeking Behaviors.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Cooperative Learning; Elementary School Mathematics; Elementary School Students; Grade 6; *Help Seeking; Intermediate Grades; *Mathematics Education; Self Efficacy; *Student Attitudes; Student Behavior
IDENTIFIERS- Chicago Public Schools IL

This study explored possible relationships between sixth-grade students' perceptions of themselves and their classroom environments and their help-seeking behaviors in mathematics classes. Researchers administered a city-wide survey to sixth-grade Chicago public school students. Half the students answered items regarding their reading/language arts classes and half answered items regarding their math classes. This paper discusses only students who completed the math section. The survey had students report their levels of competence, classroom social support, collaboration and autonomy, the frequency of asking the teacher and other students for help, and their preferred helping strategies. Results indicated that the frequency of asking the teacher for help was influenced by achievement, the presence of collaboration in the classroom, and a student's sense of autonomy and competence. The overall achievement of the school had a direct relationship with amount of help requested of the teacher. The frequency of asking other students for help was influenced by gender, sense of autonomy, and presence of collaboration and social supportiveness in the class. Autonomy and collaboration related to both asking the teacher and asking another student for help. Overall, students preferred receiving instrumental and indirect types of help rather than direct help. (Contains 14 references.) (SM)

ED 423 222 SP 038 135

Weiler, Robert M., Ed.
The Student Issue. Original Articles by Student Gammans.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- *Elementary Secondary Education; Females; *Health Education; Higher Education; Physicians; *Primary Health Care; Sexuality; Travel; Violence
IDENTIFIERS- Barriers to Participation; Hysterectomies

This 15th anniversary collection of student articles offers papers by 10 student authors: "The Sexual Impact of Hysterectomy: Intervention Implications for Health Education" (Kandice Johnson); "Barriers to Physicians Providing Health Education in Primary Care Settings" (Susan E. Kearney); "The assemble elements; 6) indicate categorical, ordinal, or functional relationships; and (7) indicate continuous relationships. (Contains one table and eight references.) (Author/SLD)

ED 423 242 TM 028 852

Bridgeman, Brent; Harvey, Anne
Validity of the English Language Proficiency Test.
PUB DATE- 98
NOTE- 26p.; Paper presented at a symposium on Issues in Developing and Administering a Test of English Language Proficiency at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Concurrent Validity; *English (Second Language); Grade Point Average; *High School Students; High Schools; Higher Education; Language Usage; *Listening Comprehension Tests; Multiple Choice Tests; *Reading Tests; Student Placement; Test Use; *Test Validity

The English Language Proficiency Test (ELPT) is a multiple-choice examination that is designed to assess the test taker's ability to use English in day-to-day interactions involving listening and reading. It is intended primarily as an admissions and placement test for college students with English as a second language. The ELPT consists of subtests for listening skills and reading skills. Research generally supporting the validity of the ELPT was reviewed, and the external aspects of construct validity were studied with a special data collection and analyses. One set of analyses addressed the relationship of proficiency ratings as made by the ELPT to proficiency ratings made by students' teachers using the same scale descriptors. The second set of analyses investigated the relationship of ELPT scores to college grades assigned in English as a second language courses, regular English classes, and/or freshman grade point average (GPA). Two samples were used, one of 412 high school students from 32 classes and 24 schools and the other of 190 college students from 15 classes over 10 colleges. In the college sample, ELPT reading standard scores correlated 0.50 with teacher ratings of reading proficiency and 0.48 with teachers' relative rankings of reading competence. In the high school sample, comparable correlations were 0.68 and 0.69. In the college sample, the correlation for listening scores was 0.57 with teacher ratings of proficiency and 0.56 with teachers' rankings. In the high school sample, these ratings were 0.71 and 0.67 respectively. For the 2 colleges for which GPA was available, the reading correlation was 0.53 for 1 college, and 0.05 for the other (perhaps a function of small sample size and relatively high reading scores). Results for the listening scale also suggest that the kinds of language skills assessed by the ELPT play some role in overall academic success, but are hardly deterministic of success or failure. Yet to be investigated is whether the absence of writing or speaking components of the ELPT is important in assessing the usefulness of the measure. An appendix defines the reading and listening proficiency scales. (Contains eight tables and two references.) (SLD)

ED 423 243 TM 028 972

Basic Facts about Wisconsin's Elementary and Secondary Schools all but the acquiescence/directional (AD) set, but perhaps is not as useful for the ME scale. Because of the high associations observed, the measurement of person fit through use of the Rasch model is an effective method for determining response set. (Contains 4 tables, 9 figures, and 28 references.) (SLD)

ED 423 260 TM 029 058

Kupperman, Jeff; Wallace, Raven
Evaluating an Intercultural Internet Writing Project through a Framework of Activities and Goals.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; National Aeronautics and Space Administration, Washington, DC.; Advanced Research Projects Agency (DOD), Washington, DC.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Cultural Differences; *Educational Objectives; Folk Culture; Grade 9; *High School Students; High Schools; *Internet; Models; *Multicultural Education; Pilot Projects; *Writing Instruction; Writing Skills

A framework for student Internet writing projects is proposed that consists of learning outcome goals and component activities. The framework is intended to be useful when designing and developing Internet writing projects and when evaluating student outcomes. Six learning goals are outlined: (1) engagement; (2) consideration of purpose and audience; (3) evaluation and synthesis of information; (4) developing personal standards for writing; (5) cultural awareness; and (6) participation in a literate community. Seven component activities are also outlined: (1) publishing; (2) friendship exchanges; (3) data sharing; (4) collaborative artifact creation; (5) peer critiquing; (6) mentoring; and (7) question asking. The paper shows how the framework could be applied to a pilot project in which students sent questions to African respondents via e-mail, used the replies in revisions of invented "folktales," and published the final stories on the Web. Through this example, the paper shows how a framework of activities and goals can highlight multiple facets of Internet writing projects and complex patterns of student outcomes. (Contains 4 tables and 40 references.) (SLD)

ED 423 261 TM 029 059

Parrish, Thomas B.; Hikido, Christine S.
Inequalities in Public School District Revenues. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 263p.; For the report "Disparities in Public School District Spending," see ED 381 566.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehension; Educational Assessment; Grade 7; *Junior High School Students; Junior High Schools; *Mathematical Concepts; Mathematics Instruction; Middle Schools; *Performance Based Assessment; *Statistics
IDENTIFIERS- Middle School Students

It is important to develop instructional sequences that build on students' current understandings and support shifts in their current ways of thinking. As part of the pilot work for a project on mathematics teaching, classroom performance assessments were conducted to obtain baseline data on students' current statistical understandings. The assessments were conducted in three sessions of a seventh-grade class. The assessment task was designed to provide information about students' current understandings of the mean and graphical representations of data because these ideas were the focus of a statistics chapter students previously studied. Students worked in small groups on the three performance tasks, each of which is described in detail. The analysis shows that students typically viewed the mean as a procedure that was to be used to summarize a group of numbers regardless of the task situation. Data analysis for these students meant "doing something with the numbers," an idea grounded in their previous mathematics experiences. Students' conversations about graphical representations highlight the procedures for constructing graphs with no attention to what the graphs signify and how that relates to the task situation. To help students develop a sense of data analysis as more than just "doing something with numbers," it is necessary to create tasks that are relevant to middle school students. An appendix contains a list of 69 sources for additional information. (Contains 8 figures and 11 references.) (SLD)

ED 423 278 TM 029 083

Kwak, Nohoon; Davenport, Ernest C., Jr.; Davison, Mark L.
A Comparative Study of Observed Score Approaches and Purification Procedures for Detecting Differential Item Functioning.
PUB DATE- 98
NOTE- 60p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Comparative Analysis; Error of Measurement; *Estimation (Mathematics); *Item Bias; Sample Size; *Scores; *Tables (Data); *Test Items
IDENTIFIERS- Item Bias Detection; *Mantel Haenszel Procedure; *Purification (Statistics)

The purposes of this study were to introduce the iterative purification procedure and to compare this with the two-step purification procedure, to compare false positive error rates and the power of five observed score approaches and to identify factors affecting power and false positive rates in each method. This study used 2,400 data sets that were divided into framework in this study provides a way to understand the dynamics of teacher development in relation to ongoing educational reforms. Three appendixes present the teacher survey, interview schedule, and teacher questionnaire. (Contains 4 figures and 12 references.) (Author/SLD)

ED 423 295 TM 029 102

Stecher, Brian M.; Barron, Sheila; Borko, Hilda; Wolf, Shelby
Important Features of State Assessment Systems from the Local Perspective: Interim Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Classroom Techniques; Educational Assessment; Educational Change; Elementary Secondary Education; Longitudinal Studies; Models; Standards; *State Programs; Teaching Methods; *Testing Programs
IDENTIFIERS- *Kentucky Education Reform Act 1990; Kentucky Instructional Results Information System; *Reform Efforts

This is the first report from a 5-year study of the classroom level effects of state assessment reforms. The first year examines changes in the teaching of writing and mathematics in Kentucky elementary and middle schools as a result of the Kentucky Instructional Results Information System and the Kentucky Education Reform Act (KERA). This report presents a framework for describing the effects of assessment reforms at the classroom level. Eleven features of state assessment reform that are salient at the classroom level are described and the perspectives of classroom teachers and researchers on these features are compared. The list of features should alert researchers to important aspects of assessment reform, and the comparison of the two perspectives should help both groups think more effectively about these issues. These 11 features are: (1) purposes; (2) content; (3) logistics; (4) inclusion and accommodation; (5) accountability; (6) meaningfulness; (7) stability; (8) training and support; (9) classroom practices; (10) performance standards; and (11) commitment. (Contains 1 table and 25 references.) (Author/SLD)

ED 423 296 TM 029 103

Oakeley, Cecilia; Urrabazo, Theresa; Yang, Hua
When Can LEP Students Exit a BE/ESL Program: Predicting Academic Growth Using a Test That Measures Cognitive Language Proficiency.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Bilingual Education; Bilingual Students; Elementary School Students; Elementary Secondary Education; *English (Second Language); *Language Proficiency; *Limited English Speaking; Second Language Instruction; Secondary School Students; *Transitional

325.
LANGUAGE- English
EDRS Price- MF09/PC47 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Records; *Core Curriculum; *Course Selection (Students); Data Collection; Data Processing; Educational Policy; Educational Trends; *High School Students; High Schools; National Surveys; Policy Formation; Research Design; *Research Methodology; Sample Size; Sampling; Tables (Data); Trend Analysis
IDENTIFIERS- *High School Transcript Study; National Assessment of Educational Progress; National Center for Education Statistics

The 1994 High School Transcript Study (HSTS) provides the Department of Education and other policymakers with information about current course offerings and students' course-taking patterns in the nation's secondary schools. One objective was to determine changes in course offering and selection patterns since the previous studies in 1982, 1987, and 1990. Another objective was to compare course-taking patterns to results from the National Assessment of Educational Progress (NAEP), an assessment of educational achievement nationwide. In 1994, transcripts were collected for more than 25,000 students who graduated from high school that year. These students were from 340 schools that participated in the NAEP. Information in this report documents a significant increase since 1982 in the percentage of graduates completing curricula recommended by the National Commission on Excellence in Education. As of 1994, over 25% of high school graduates are completing programs satisfying the Commission's recommendations for college-bound graduates, and nearly one-third are completing the Commission's core curriculum. Chapters 1, 2, and 3 of this report contains highlights of the study results, descriptions of the studies from 1982 through 1994, an introduction to the tables of data, a brief description of subject taxonomy, a discussion of the comparability of samples in the studies, and directions for testing the significance of differences reported in the tables. An error was discovered in the post-stratification weighting of estimates used to report the 1994 High School Transcripts Study data. Throughout the original report the error caused small differences in estimation and sample variance. This revision corrects these differences. Appendix A contains tables of study data, and Appendix B lists study codes for each category of data. (Contains 121 tables.) (SLD)

ED 423 315 TM 029 228

Annual Report of the Regional Educational Laboratories, 1997. Moving Research to Practice in America's Schools.
PUB DATE- 98
NOTE- 24p.; For the 1997 performance report, see TM 029 229.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Cooperation; *Educational Change; Educational Research; Elementary Secondary Education; Federal Government; *Information Dissemination; *Networks; *Partnerships in Education; Program Descriptions; Program Effectiveness; *Research and Development
IDENTIFIERS- Office of Educational Research and Improvement; *Reform Efforts; *Regional Educational Laboratories

The network of 10 Regional Educational Laboratories works to networks, social capital, and a theory of overlapping spheres of influences to elucidate the conceptual foundations for school-family-community partnerships. The second section outlines and discusses essential elements of a comprehensive program of school-family-community partnerships. This section describes a framework of six types of family-community-involvement and an action team approach to partnerships. The third and fourth sections of the paper describe partnership programs at two middle schools and two high schools, respectively. These sections report the schools' progress and the challenges they face in developing schoolwide programs of partnership. The concluding section situates the study's findings within the broader context of current literature on school-family-community partnerships at the secondary level. An appendix contains the interview protocol. (Contains 39 references.) (Author/SLD)

ED 423 331 UD 032 533

Ayers, William, Ed.; Hunt, Jean Ann, Ed.; Quinn, Therese, Ed.
Teaching for Social Justice. A Democracy and Education Reader.
PUB DATE- 98
NOTE- 326p.; Introduction by Matine Greene. Published in conjunction with The Teachers College Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Community Development; Cultural Awareness; *Democracy; Elementary Secondary Education; *Equal Education; Nondiscriminatory Education; Social Attitudes; Teaching Methods; *Values
IDENTIFIERS- *Social Justice

This collection discusses the teaching of social justice. Following a preface, "Of Stories, Seeds and the Promises of Social Justice" (Jean Ann Hunt), a foreword, "Popular Education--Teaching for Social Justice" (William Ayers), and an introduction "Teaching for Social Justice" (Maxine Greene), the following chapters are included: (1) "Education for Action--Preparing Youth for Participatory Democracy" (Joel Westheimer and Joseph Kahne); (2) "The Human Lives behind the Labels--The Global Sweatshop, Nike, and the Race to the Bottom" (Bill Bigelow); (3) "Writing the Word and the World" (Linda Christensen) and "Portraits: In the Raindrop"; (4) "School Days" (Nelson Peery); (5) "We'd All Be Holding Hands--A Reentry Women's Learning Community" (Diane Horwitz); (6) "A Grassroots Think Tank--Linking Writing and Community Building" (Hal Adams); (7) "Roses and Daggers" (Patrick McMahon); (8) "No Little I's and No Little You's--Language and Equality in an Adult Literacy Community" (Kate Power); (9) "On A Mission--Hazel Johnson and Marvin Garcia" (Therese Quinn); (10) "A Dream That Keeps on Growing--Myles Horton and Highlander" (William Ayers); (11) "The Good Fight--Bill Gandall" (Susan Huddleston Edgerton); (12) "History of My Subversive Teaching" (Rachel Koch); (13) "The Fourth R" (Maureen Reddy) and "Possibilities: Joining Hands"; (14) "'Do You Know Where You Are?' A Memoir of Becoming a South Sider" (Jamie Kalven); (15) "The Cheney, Goodman, and Schwerner Academy"; (16) "Women of Hope"; (17) "Chaos Theory--A Journal Entry" (Rick Ayers); (18) "School Projects Investing in Community Development"; (19) "A Story for Justice" (Jaylynne N. Hutchinson and Rosalie M. Romano); (20) "Welfare Workbook"; and (21) "Teaching for Change" (Deborah Stern). An Afterword, "Some Reflections on Teaching for Social Justice" by Herbert Kohl completes the discussions. Five the 21 participants was collected through individual in-depth interviews, questionnaires, and school records. The interviews took place in the San Francisco (California) Bay area, although most of the women had grown up in different parts of the country. Elements that contributed to the resilience of these women were the focus of the study. It appears that these women achieved academically because they adapted and assimilated to the majority culture. They hid who they were because they believed that their backgrounds reflected on them negatively. Their circumstances at home led them to seek out reinforcement in other places, and they did this by being good girls and by excelling in school. Elementary school was easy for them. High school was less easy, but because they believed that they were smart and special, they did not give up on the idea that they had something to offer. Their motivation was always enhanced because they were drawn to fields in which they could use their intellectual abilities. These women had ideas about how to change the schools. They wanted teachers and mentors who treat them as future colleagues and who valued what they bring to their educational experience. They wanted to be evaluated accurately, according to their own strengths. They wanted the schools to get to know their parents and family situations in a way that does not embarrass or stigmatize them. Finally, they wanted more connection with the broader community. The following chapters are included: (1) "Introduction"; (2) "Description of the Participants"; (3) "Personalities of Resilient Women"; (4) "Relationships with Disadvantage"; (5) "Teachers"; (6) "Mentors"; (7) "Positive Aspects of Schooling"; (8) "Negative Aspects of Schooling"; (9) "Achievement and Development Patterns"; (10) "Family and Community Influences"; (11) "Why Do Some Women Succeed?"; and (12) "Transforming Education." Four appendixes discuss participant demographics and data collection methods and present research tables and the feedback questionnaire with participant comments. (Contains 5 tables and 88 references.) (SLD)

ED 423 349   UD 032 564

The New York City Board of Education's Data Systems: An Initial Approach. A Report of the New York Networks for School Renewal (NYNSR) Research Collaborative.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Records; Bilingual Education; *Computer Uses in Education; *Data Collection; *Databases; Elementary Schools; Elementary Secondary Education; School Districts; Secondary Schools; *Student Characteristics; Suspension; Urban Schools
IDENTIFIERS- Aggregation (Data); *New York City Board of Education

This report describes some of the major New York City Board of Education automated data collection systems and databases, and the ways in which information about individual students in these databases is collected from the schools, aggregated by staff in different central Board of Education offices, and used in school- and district-level reports. The report also describes procedures for correcting student or school-level data when the Board's information is inaccurate. The Central Board of Education maintains a number of different citywide computerized databases, each set up at different times over the setting faculty qualifications and intellectual contribution goals, and plan faculty requirements. In this paper, the organizational processes needing to be addressed are identified. Opportunities for improved information system support of the processes are described, accomplishments noted, and future intentions outlined. Finally, lessons learned are shared. (AEF)

ED 422 929 IR 057 087

Chimi, Carl J.; Gordon, Gene M.
Using Innovative Information Systems Techniques To Teach Information Systems.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Computer Assisted Instruction; *Computer Assisted Testing; Computer Mediated Communication; Experiential Learning; Higher Education; *Information Science Education; *Information Systems; Instructional Design; *Instructional Innovation; Teaching Methods; World Wide Web
IDENTIFIERS- File Transfer Protocol; Newsgroups; *Technology Integration

This paper discusses a number of innovative techniques that were used to teach courses in Information Systems to undergraduate and graduate students. While none of these techniques is individually innovative, the combination of techniques provides a true "hands-on" environment for students; because of the way that the components of the courses are structured, students literally cannot take exams or hand in assignments without learning the techniques. The techniques discussed include publishing all course documents (syllabi, handouts, and others) on the World Wide Web; having students use FTP (file transfer protocol) to hand in all course assignments and papers; using Netscape, HTML, and a shareware product called Webforms in conjunction with Microsoft Access and Microsoft Excel to administer exams; and creating newsgroups for each course to foster communication. Benefits and drawbacks to this approach are discussed. (Contains 13 references.) (Author/AEF)

ED 422 930 IR 057 088

Sirias, Danilo
Using Theory of Constraints To Teach Introduction to MIS.
PUB DATE- 97
NOTE- 5p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Higher Education; Information Science Education; Information Technology; *Management Information Systems; Meetings; Models; *Problem Solving; Teaching Methods; Theory Practice Relationship

This paper presents a procedure for teaching Management knowledge, skills and abilities (KSAs) necessary for effective teamwork. In addition, the paper provides an example of how instruction in these KSAs can be integrated into IS courses. Finally, it presents the early findings of a research program which examines the effectiveness of the proposed approach. A handout on effective self-managed teams is appended. (Author/AEF)

ED 422 951 IR 057 109

Ahn, Joongho
New Roles of IS Executives: A Leadership Perspective.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; *Administrator Characteristics; Administrator Effectiveness; Administrator Qualifications; *Administrator Role; Foreign Countries; Information Systems; *Information Technology; *Leadership Qualities; Leadership Responsibility; Leadership Styles; *Organizational Change; Personality Traits; Research Design
IDENTIFIERS- *Chief Information Officers; *Technology Role

Witnessing the radical changes in business environment and the innovative progress in technology today, organizations are increasing their investment in information technology (IT) and taking more interest in people in charge of information systems (IS) departments. The roles of IS leaders are changing, so that they need not only technical expertise, but also managerial skills and visionary leadership. This article provides a better understanding on the changing roles of IS executives especially in light of leadership skills and personality characteristics. A research model and hypotheses to be tested are presented. The methodology for the proposed study encompasses both micro and macro views in that it focuses on the individual Chief Information Officer (CIO) in the organization, along with the impact of changes in IT on that individual, and the impact of the behavior of the individual on the organization's overall performance. Leadership behavior, personality characteristics, and IS executives' effectiveness will be measured using questionnaires. (Author/AEF)

ED 422 952 IR 057 110

Goodwin, Chester
The Impact of a Computer Based Information System (CBIS) on Foreign Investments Opportunities.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; Corporations; Data Processing; Foreign Countries; *Information Transfer; *International Trade; *Investment; *Management Information Systems; Organizational Change

DESCRIPTORS- Childrens Libraries; *Comparative Analysis; Interlibrary Loans; Library Automation; Library Collections; Library Expenditures; Library Funding; Library Personnel; *Library Statistics; *Library Surveys; Periodicals; *Public Libraries; Tables (Data); Users (Information)

The Public Libraries Survey, with the cooperation of all 50 state library agencies, the District of Columbia, and the United States territories, provides statistics about income, operating expenditures, staffing, size of collection, circulation, interlibrary loans, hours of operation, electronic access, and other items. One popular use of these data is to compare one library's service measures with those of other libraries. The validity of comparisons between two libraries is dependent on the similarity of the libraries being compared; comparisons among similar libraries are called "peer comparisons." The purpose of this article is to help public library practitioners compare their library with its peers, when peer groups are defined in terms of library size. Once libraries were assigned to peer groups based on population of legal service area and total operating expenditures, comparisons of service performance were made. Service performance was defined in terms of five input variables (public library service hours per year, total librarians, total ALA-MLS librarians, total number of subscriptions, and total number of books and serials) and seven output variables (library visits per capita, children's program attendance, circulation of children's materials, interlibrary loans received per 1,000 population, interlibrary loans provided, total per capita reference transactions, and total per capita circulation). (Contains 14 tables.) (AEF)

ED 422 972 IR 057 174

Delgado, LaDonne; Breland, June, Ed.; Turner, Susanna, Ed.
MSU Libraries Student Employee Handbook.
PUB DATE- 98
NOTE- 223p.; Color charts/graphics and pages printed on colored paper may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Academic Libraries; Classification; Guidelines; Higher Education; Library Personnel; *Library Policy; *Library Services; Library Technical Processes; Reference Services; *Student Employment; User Needs (Information); *Work Study Programs
IDENTIFIERS- *Mississippi State University

This manual was designed to give student employees of the Mitchell Memorial Library at Mississippi State University an understanding of what to expect from faculty and staff, and what is expected of all student employees of the Library. In general, the manual is aimed at helping student employees: develop a philosophy of service and promote a friendly service-oriented attitude; fulfill all designed tasks; become aware of the nature of the library patron's needs; make clear the student employee's limitations in assisting patrons; ensure that library patrons receive adequate assistance; and increase the student employee's own knowledge about the library and the resources available in the support of their own library needs. The manual is divided into 16 sections including: (1) "Dean's Letter of Welcome"; (2) "Vision Statement"; (3) "Mission Statement"; (4) "Philosophy"; (5) "Brief History of the assessment, since the purpose of this movement--improving student learning--is one and the same with the mission of the college. What is new is the increased focus on finding more effective instruments to assess student learning and ensure systematic feedback from the data. Topics discussed in the paper include the following: course grades as a primary means of academic outcomes assessment, programs for assessment, scope of assessment, mandatory assessment initiatives for higher education, accreditation support, faculty cooperation, and best practices of academic outcomes assessment. According to North Central Association consultant-evaluators, criteria for assessment programs should include structure, systematic workings, continuity, administrative commitment, long-range plans, and a budgeting process. Principles of good practices for student assessment as stated by the American Association for Higher Education are listed, as well as an explanation of several examples of different forms of academic outcome assessment. (Contains 18 references) (AS)

ED 422 992 JC 980 381

Chin, Edward
Projected 1998-99 Cost Allocation Summary.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *Educational Finance; Enrollment Rate; Full Time Equivalency; Operating Expenses; *Program Costs; *Resource Allocation; *State Aid; Statewide Planning; *Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

Designed for use in calculating the distribution of state aid to colleges in the Wisconsin Technical College System (WTCS) and in preparing financial and enrollment reports, this document provides a summary of projected cost allocations for the WTCS for 1998-99, derived from data submitted by the colleges on cost allocation schedules. Following a brief forward, college and statewide data is provided in the following four sets of tables: (1) summaries of college operational costs and total budgets, total expenditures and revenues by college, staff types and costs by college, materials fees and full-time equivalent (FTE) student enrollments by college, and statewide costs and FTE enrollment by aid category; (2) projected FTE costs by college by aid category, including college parallel education, associate degree programs, vocational programs, vocational-adult programs, community services, and total costs; (3) FTE students and costs by college for the instructional divisions of agriculture, business, graphics, home economics, industrial, service and health, technical, television, general education, and total costs; and (4) statewide FTE enrollment and operational cost percentages, cost ratios per FTE student enrollment percentages by instructional division and aid category. (AS)

ED 422 993 JC 980 387

California Community Colleges 2005: A Strategic Response for Enabling Community Colleges To Make a Defining Difference in the Social and Economic Success of California in the 21st Century.
PUB DATE- 98

awarded degree, representing slightly more than half of all degrees granted. Another one-third of awarded degrees was the Associate of General Studies degree. Appended are additional statistics for degrees and certificates awarded by degree program, ethnicity, and gender. (AS)

ED 423 013 JC 980 410

Silvers, Philip J.; Attinasi, Louis C., Jr.; McGregor, Ellen N.
The Workload of Full-Time Community College Faculty: Findings of a 1998 Survey (Final Report).
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Community Colleges; Compensation (Remuneration); Educational Policy; Faculty College Relationship; *Faculty Workload; Full Time Faculty; Institutional Research; Surveys; Teacher Responsibility; *Teacher Salaries; *Teaching Load; Tenure; Two Year Colleges; Vocational Evaluation

The Office of Research and Planning at Pima Community College surveyed 15 community colleges from throughout the United States in order to elicit information on the workload and compensation of full-time faculty. The following 10 findings are based on the 12 colleges that provided data in response to the survey: (1) institutions on a semester calendar typically require 30 load hours of instruction, while those on the quarter system require 45 load hours; (2) lecture credit hours tend to load at 1 load hour per credit hour, though some colleges load more; (3) loading varies by discipline at 8 of the institutions and by class type--to varying extents--at 11; (4) all of the colleges provide full-time faculty with opportunities for re-assigned or released time; (5) all of the colleges permit teaching overloads, with the maximum term overload ranging from 3 to 12 load hours and the maximum annual overload from 6 to 22 load hours; (6) average annual salary for full-time faculty at the participating institutions ranges from $38,000 to $63,000, with a median of $48,500; (7) all but one of the institutions employ educational support faculty, typically counselors and librarians; (8) most institutions employ research or lab assistants, student aides or para-professionals; (9) four of the 12 responding institutions have skill centers whose instructors are typically either hourly professionals or part-time instructors; and (10) load maximums for adjunct faculty vary widely, from 40-80% of the full-time load. (Contains eight appendices, including the Faculty Load Survey and response data charts.) (AS)

ED 423 014 JC 980 411

McGregor, Ellen N.; Attinasi, Louis C., Jr.
The Craft of Benchmarking: Finding and Utilizing District-Level, Campus-Level, and Program-Level Standards.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Rocky Mountain Association for Institutional Research (Bozeman, MT, October 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

other assistance programs, teen birth rate, child maltreatment rate, and teen arrest and violent death rate. (KB)

ED 423 032 PS 026 737

Dahlstrom, Sherryl M.; High, Rhonda L.
A Look at Arkansas' Children: Arkansas Kids Count Data Book 1997.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 36p.; For other Kids Count Data Books, see PS 026 731, 732, 733, and 735.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Health; Child Welfare; *Children; College Entrance Examinations; College Preparation; Counties; Crime; Demography; Dropout Rate; Early Parenthood; Educational Attainment; Elementary Secondary Education; Expenditure per Student; Family (Sociological Unit); Foster Care; Income; Mental Health Clinics; Mortality Rate; *Poverty; Prenatal Care; Preschool Education; *Social Indicators; Special Education; State Surveys; Statistical Surveys; Tables (Data); Tech Prep; Unemployment; *Well Being; Youth Problems
IDENTIFIERS- Aid to Families with Dependent Children; *Arkansas; Arrests; Food Stamp Program; *Indicators; Project Head Start; School Lunch Program; Women Infants Children Supplemental Food Program

This Kids Count data book provides information on indicators of the well-being of Arkansas' children. The report's introduction discusses factors contributing to increased attention to children and families, the need for broad-based community collaborations to address children and family needs, and cultural changes influencing families. Data tables list demographic information and findings for 28 indicators of child well-being for 1990 and for the most recent year available. Indicators include: (1) teen arrest rates; (2) teen violent death rate; (3) child maltreatment rate; (4) foster care rate; (5) Aid to Families with Dependent Children participation; (6) food stamp participation; (7) school lunch program participation; (8) Women, Infants Children Supplemental Food Program participation; (9) births to women with less than 12 years education; (10) per capita income; (11) unemployment rate; (12) child support cases; (13) low birth weight rate; (14) percent mothers receiving no first trimester prenatal care; (15) teen birth rate; (16) infant mortality rate; (17) child death rate; (18) immunization rate; (19) children served by mental health system; (20) children in preschools for educationally deprived children; (21) children enrolled in Head Start; (22) special education students; (23) per pupil expenditures; (24) seniors taking ACT examination; and (25) dropout rate. Indicator definitions and data sources are appended. (KB)

ED 423 033 PS 026 747

Kids Voices Count: Listening to Delaware's Children Talk about Tobacco.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 20p.; Funding also received from Tobacco Free Delaware.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Drug Abuse; *Family (Sociological Unit); Health Promotion; Parent Education; Parenting Skills; *Prevention; Program Descriptions; Smoking; *Substance Abuse; *Young Children; Youth Problems
IDENTIFIERS- Family Support

There is growing consensus that when substance abuse prevention efforts reach children at an early age, they hold promise for reducing abuse in later years. This 87-item annotated bibliography on substance abuse prevention, developed by the National Program Office of Free to Grow in collaboration with the National Center for Children in Poverty, provides readily accessible information to Head Start grantees, and to the broader Head Start and early childhood communities. Materials are annotated in the following areas: (1) alcohol, tobacco, and other drug abuse prevention research and evaluation; (2) prevention strategies for youth, families, and communities; (3) community organizing strategies; (4) family support, parenting, and parent leadership; and (5) effects and treatment of alcohol, tobacco, and other drug problems. The materials selected for this bibliography emphasize practice over theory, are prevention-oriented rather than focused on treatment, and exclude clinically oriented materials. Materials were published within the past 10 years and are available from a publisher, distributor, or library. Included in the entry for each item are publication and purchasing information and a summary of the item's content. The bibliography concludes with an author/title index and a subject index to facilitate material location. (KB)

ED 423 051 PS 026 871

Collins, Ann; Jones, Stephanie; Bloom, Heather
Children and Welfare Reform: Highlights from Recent Research.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 69p.; For related document, see PS 026 873.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Child Health; *Children; Day Care; Economically Disadvantaged; Family Income; Federal Aid; *Federal Legislation; Federal Programs; Low Income Groups; *Poverty Programs; Program Effectiveness; Public Policy; State Aid; State Programs; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Welfare Reform

Noting that the mid-1990s are an era of experimentation in welfare initiatives, this publication summarizes 34 research studies on children and welfare reform. Articles include studies of children and parents in poverty, studies of program models likely to have direct implications for children, and outcome evaluations of welfare-to-work programs that show how some of the programs affect children. Studies were chosen if they illuminated at least one of the three major ways welfare reform affects children's growth and development: by affecting family income; by affecting the levels of stress on adults receiving Aid to Families with Dependent Children and their parenting styles; or by influencing the access to and the quality of services that children receive. The studies are categorized into seven areas: (1) developmental risks for children in poverty; (2) profiles of adults on AFDC; (3) economic issues for families leaving welfare for work; (4) program strategies and their implications for children; (5) child care; (6) child health; and (7) strategies for families with teenage parents. Implications of each study for public policy makers, educators, community leaders, and advocates are language and social skills of 39 kindergartners who had attended child care in Orange County for at least 2 years at one of 12 child care centers participating intensely in Smart Start-funded quality improvement efforts. The teachers also rated the skills of 272 comparison children who had attended other child care programs or received no center-based child care. Findings indicated that children from low-income families who had attended Smart Start centers were rated significantly higher than were children from low-income families who had attended other centers. Children from middle-income families were rated significantly higher if they had attended any center-based child care before kindergarten compared to children who had not attended child care at all. Children in poverty were rated lower than children from non-poverty families. (Appendices contain copies of the evaluation instruments, examples of Smart Start activities, and demographic and other information from parent surveys.) (JPB)

ED 423 069   PS 026 917

Kotch, Jonathan; Guthrie, Christine
Effect of a Smart Start Playground Improvement Grant on Child Care Playground Hazards. Smart Start Evaluation Report.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accident Prevention; *Athletic Equipment; Comparative Analysis; *Day Care Centers; Educational Equipment; *Educational Facilities Improvement; Facility Improvement; *Grants; *Playgrounds; Safety; *School Safety
IDENTIFIERS- North Carolina (Durham); *Smart Start

Smart Start (North Carolina) playground improvement grants were awarded to cover playground safety assessment, planning and evaluation, quality enhancements (such as fencing, surfacing, and new equipment), and safety programs. Visual inspections were conducted of the safety of child care home and center playgrounds after Smart Start-sponsored safety improvements were made. The inspections were conducted by specially trained playground safety inspectors, and the findings compared with those of similar inspections made in a non-Smart Start county. Comparison findings indicated that on each of 15 safety criteria, the Smart Start facilities were rated higher than the those in the non-Smart Start county. The findings suggest that improved child care playground safety is related to receipt of Smart Start playground improvement grants. The study also demonstrated the feasibility of conducting abbreviated playground safety surveys with minimal demand on the time of child care staff. Statistical data of the inspections and glossary of safety inspection points are included. Contains 16 references. (JPB)

ED 423 070   PS 026 920

Graue, M. Elizabeth; Walsh, Daniel J.; Ceglowski, Deborah; Dyson, Anne Hass; Fernie, David E.; Kantor, Rebecca; Leavitt, Robin Lynn; Miller, Peggy J.; Ting, Hsueh-Yin
Studying Children in Context: Theories, Methods, and Ethics.
PUB DATE- 98
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Agriculture; Child Rearing; Educational History; Educational Sociology; Elementary Education; *Farmers; *Free Enterprise System; Parent School Relationship; *Public Education; Rural Economics; *Rural Education; Rural Women; *Values
IDENTIFIERS- *Common Schools; Education Economy Relationship; *Nineteenth Century

This book uses agricultural production statistics, school records, and records on births and families to provide a new interpretation of how agriculture's development in a market economy impacted the formation of elementary education during the 19th century. It provides background on the competing purposes underlying compulsory state-supported education, including nationalism, religion, capitalism, work discipline, and labor. Chapter 1 documents primary school attendance in the northern United States during the middle 19th century and the factors contributing to its growth. Chapter 2 reviews the rural perspective on the common school and how the common school was shaped by businessmen, artisans, farmers, and religious and democratic traditions. Chapter 3 focuses on the role that farmers played in "classless" rural education by defining four classes of farmers, with special emphasis on the commercial farmer. Chapter 4 reviews the growth of a market economy and its influence on education, with emphasis on the work and teaching methods of John Lancaster. Chapter 5 explores the "riddle of republicanism" and curricular emphases on God and religion, civic virtues, and love of country. Chapter 6 provides individual and community analyses of the decline in rural fertility. Chapter 7 discusses the curriculum of the home and the widespread belief in the importance of the mother's educational role. Chapter 8 sums up the reasons for the growth of the common school in America. (Contains notes, illustrations, an appendix explaining quantitative data used, and a bibliography.) (SAS)

ED 423 089 RC 021 637

Basso, Keith H.
Wisdom Sits in Places: Landscape and Language among the Western Apache.
PUB DATE- 96
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian History; Apache; Discourse Analysis; Ethnography; *Etymology; *Human Geography; *Nonformal Education; *Oral Tradition; *Philosophy; Physical Environment; Socialization
IDENTIFIERS- *Apache (Tribe); Environmental Awareness; Fort Apache Reservation; Indigenous Knowledge Systems; *Place Names; Sense of Place; Wisdom

This book of essays draws on a cultural geography project in which an ethnographer and Apache consultants mapped the area around Cibecue, on the Fort Apache Reservation (Arizona). The essays focus on different Apache individuals and examine the ways that Apache constructions of place reach deeply into other cultural spheres. Many Apache place names evoke vivid images of places, and since these names were given by the ancestors as they explored and settled the land, they provide a path by

NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Preschool Education; Public Agencies; Tribally Controlled Education
IDENTIFIERS- Administration for Children and Families; *Project Head Start

This directory lists personnel and contact information for American Indian Head Start programs and related agencies. Related agencies, institutions, and organizations listed include the American Indian Programs Branch, Region XI, of the Administration for Children and Families (Department of Health and Human Services); Region XI regional coordinating council members, 1998-99; American Indian Head Start Quality Improvement Center; American Indian Disabilities Services Quality Improvement Center; Head Start-IHS Program; and Alaska Technical Assistance Satellite Quality Center. The main part of the directory lists the 150 Region XI Head Start grantees as of September 1, 1998, for 26 states: Alaska, Arizona, California, Colorado, Florida, Idaho, Kansas, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, South Dakota, Utah, Washington, Wisconsin, and Wyoming. Most grantees are tribes, tribal organizations, or Alaska Native village organizations. A map illustrates the four "cluster areas" of Region XI. (SV)

ED 423 107 RC 021 666

Garkovich, Lori; Tisdale, Jacque
Evaluation and Impacts of Linking Family and Community Strengths Conference.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Farm Foundation, Oak Brook, IL.; Cooperative State Research Service (USDA), Washington, DC.
PUB DATE- 97
NOTE- 7p.; Conference was also sponsored by the National 4-H Council and the four Regional Rural Development Centers.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Development; *Community Services; Conferences; *Cooperative Programs; Family Needs; *Family Programs; Leadership Training; Poverty; Program Descriptions; Rural Education; *Rural Extension
IDENTIFIERS- Capacity Building; *Family Community Relationship; Networking; Welfare Reform

This report summarizes a postconference evaluation of the "Linking Family and Community Strengths" conference, held in Louisville, Kentucky, in June 1996, and describes 12 community projects based on conference lessons. Six months after the conference, an evaluation was completed by 100 of 192 participants. The conference aimed to provide a framework for understanding ways in which family and community strengths, needs, and problems affect each other and for using these interconnections as a basis for partnerships that address family/community concerns. Two out of three respondents stated that conference topics and issues were important in their state and their work. Resource materials and knowledge obtained from the conference were applied to the work of 40-60 percent of respondents. Since the conference, 40-60 percent had begun or discipline assessment tasks pertain to biology, chemistry, earth science, and physics. (DDR)

ED 423 127 SE 061 729

Introduced Species: Can We Balance Human Systems with Natural Processes? Global Environmental Change Series.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Research and Development.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; Biological Sciences; Case Studies; *Ecology; *Environmental Education; Environmental Influences; Evolution; Genetics; Interdisciplinary Approach; Pests; *Science Activities; Science Process Skills; Secondary Education; *Wildlife
IDENTIFIERS- Introduced Species; *Species Interaction (Biology)

The seven activities contained in this book are designed to equip students (grades 9-12) with scientific tools and skills for understanding what introduced species are, how they impact natural processes and human systems, and what may be done about them. The activities are designed to link the biology and ecology of introduced species with insights and information derived from other disciplines and areas of study. Organizationally, the book's activities follow the journey of an introduced species once it reaches a new environment. Activities include: (1) Defining Native, Introduced, and Invasive Species; (2) Introduced Species Dispersal; (3) Competing; (4) Hybridizing; (5) Rapid Evolution and the House Sparrow; (6) Environmental Change and Controlling Impacts; and (7) Balancing Human Systems with Natural Processes. Using the red fire ant as a case study, each activity contains a sidebar demonstrating how the red fire ant moves through that particular stage of its own journey, thus helping students connect their general understanding of the science behind introduced species with more specific knowledge about a particular species. Activities also contain background information and suggestions for further study. Contains a resource list. (PVD)

ED 423 128 SE 061 730

Barracato, Jay; Spooner, Barbara
Teach with Databases: Toxics Release Inventory. Multimedia .
PUB DATE- 98
NOTE- 534p.; Accompanying CD-ROM not available from EDRS. "Getting Started" component previously entered into ERIC as ED 373 981.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Chemistry; Computer Uses in Education; Data Analysis; Data Collection; Elementary Secondary Education; General Science; Hands on Science; Physics; Pollution; *Relevance (Education); Science Activities; *Science Curriculum; *Scientific Methodology
IDENTIFIERS- Environmental Protection Agency; National Science Teachers Association

This curriculum unit provides students with real world

Education; Social Studies

The purpose of this book is to help equip students with some of the concepts, attitudes and skills for successful cross-cultural understanding. The emphasis is on the exploration of cultural perspectives, both of themselves and others. The book is divided into chapters devoted to particular themes and uses the kaleidoscope of various world cultures as examples for each of the themes. The focus is on the culture only insofar as it illustrates the central theme and is not an exhaustive study of any one culture. The chapters include: (1) "Language"; (2) "Space"; (3) "Time"; (4) "Relationships"; (5) "The Individual and the Group"; (6) "Moral Values"; and (7) "Work and Leisure." The activities of the book illustrate the cultural information and concepts offered in each lesson. The activities are considered to be collaborative, interpretive, constructive or cross-cultural. Each chapter consists of a general introduction, some exercises to explore the concept, and three to six lessons. (EH)

ED 423 151 SO 027 982

Silver, Rosalind, Ed.; Thoman, Elizabeth, Ed.
Media and the Earth: Challenging the Consumer Culture.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Conservation (Environment); *Environment; Environmental Education; *Mass Media; *Mass Media Effects; Mass Media Role; *Media Research; Resources; Secondary Education; Social Influences; Social Studies

This issue provides a springboard for discussion for using media awareness as a catalyst for environmental change. Articles in this issue include: (1) "No More Business as Usual" (John De Mott); (2) "Covering the World" (Mark Hartsgaard); (3) "Earth's Star Rises in Hollywood" (Rosalind Silver); (4) "Artistic Activism Reaches the Young"; (5) "Where Does It Come From? Where Does It Go?" (Tyrone Cashman); (6) "The Greening of Corporate America" (Ian McGregor-Brown); (7) "To Market, To Market - Shopping with a Mission" (Connie Koenenn); and (8) "Our Devil's Bargain with Advertising" (Kalle Lasn; Cat Simril). Additional articles in the "Reflection/Action" Department include: (1) "Using TV Specials as Teaching Tools" (Myra Junyk); (2) "Frontline Mothers Deserve to Be Heard" (Sally Steenland); (3) "Finding Some Green Lessons in Fast Food" (Judith Myers-Walls); (4) "Ecological Reporters Awaken to Ethnicity" (Carlos E. Cortes); and (5) "Missing the People for the Trees" (Susanna Hecht; Alexander Cockburn). Additional resources and materials are provided for further research. (EH)

ED 423 152 SO 028 227

Randall, Cathleen Coyle
Haptic History: Teaching A.P. U.S. History through Kinesthetic Learning and Material Culture.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Advanced Placement; Built Environment; Culture; Heritage Education; High Schools; History

(150)
DESCRIPTORS- Curriculum Design; Elementary Education; Fused Curriculum; *Holistic Approach; Integrated Activities; *Interdisciplinary Approach; Junior High Schools; Middle Schools; *Self Efficacy; *Social Studies; *Thematic Approach

This paper presents a rationale for using an integrated thematic unit with elementary and middle level social studies classes and provides examples of working units. Steps in the developing the thematic unit are itemized with product outcomes to show for the process. Efficacy assignments allow the students to feel they have addressed a social injustice and feel part of the larger community. (Contains examples used in lesson planning and exercises for fact finding.) (EH)

ED 423 176 SO 028 576

Marcondes, Maria Ines; Tura, Maria de Lourdes Rangel; de Macedo, Elizabeth Fernandes
Curriculum Studies in Brasil: A Study of the Teaching Practice.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Education; *Curriculum Research; *Educational Philosophy; Foreign Countries; *Foundations of Education; Higher Education; Qualitative Research
IDENTIFIERS- *Brazil

This study analyzes how undergraduate university teachers are thinking in the classroom about the theoretical and practical contents related to the subject called "Curriculum Studies." The study focuses on the aspects of the theory-practice relationship, the idea of curriculum, and the theoretical references used by the undergraduate teachers. The research used multiple case studies, examining six different classrooms using ethnographic techniques--basically classroom observation and interviews. Two courses at a federal university, two at a state university, and two at a private institutions in the Rio de Janeiro (Brazil) area were classrooms of study. Two observers were in each classroom for a period of four hours every week. From the data collected, courses tended to be divided into two parts, the theoretical one and the practical one. Concepts of curriculum are presented at the beginning of the course, but the problem arises with a variety of definitions of terms from various texts. No authors are considered to be "classical" in the field of education. The paper concludes there is no consensus about what should be taught in a course on "curriculum studies." (Contains 19 references.) (EH)

ED 423 177 SO 028 579

Dmitriyev, Gregory
Russian Youth in the Transition Period toward the Free Market Economy--1990-1993.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Capitalism; Change; Communism; Competition; Economics; Foreign Countries; *Free Enterprise System; Freedom; Grade 11; High Schools; *Social Change; Social Science Research
IDENTIFIERS- *Russia

Dilger, Sandra C.
Improving Artistic and Academic Achievement through the Implementation of the National Standards and School Reforms.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Art Education; Art Expression; *Educational Change; *Educational Improvement; Elementary Secondary Education; *National Standards
IDENTIFIERS- *National Arts Education Standards

This paper addresses implementation of the National Standards for Arts Education (1994) and other various education reform initiatives as a means to increase student learning. The school reform initiatives selected for review include: (1) changing the school culture; (2) changing the curriculum; (3) changing instruction; (4) changing assessment; and (5) changing school governance. The paper discusses the implementation of the National Standards for Arts Education as a part of an overall shift in practices and pedagogy for schools involved in education reform. (EH)

ED 423 202 SO 029 196

Lin, Patricia Yuen-Wan
Stereotyping Chinese in Multicultural Art Education.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; *Asian Studies; *Chinese Culture; *Cultural Images; Elementary Secondary Education; *Ethnic Stereotypes; Foreign Countries; *Multicultural Education; *Stereotypes
IDENTIFIERS- *Canada

This paper examines the ways in which multicultural art education, the curriculum of "Multiculturalism Canada" and a renowned instructional text lack indigenous consideration and ignore alternative concepts of scholarship of art history. Although multicultural education is considered important in Canada, the paper contends that there are significant problems in its implementation. Inappropriate rationale of the curriculum and insufficient knowledge have a tendency to promote stereotypes. In one example, the cross-cultural study of colors and symbols introduces the oversimplification and generalization of Chinese art. The analogy of Chinese and western art styles indicates an inappropriate methodology. The example shows that multicultural and cross-cultural art education requires more than just teaching the art of different cultures. Thorough cultural and historical investigation is needed for comparative studies, thus motivating further research on how to provide fundamental understanding of art in its social context for multicultural and cross-cultural art education. (EH)

ED 423 203 SO 029 215

Grant, S. G.
On Subject-Specific Pedagogy: Two Teachers, Two Pedagogical Approaches.

School Health Education Study: A Chronology" (Adrian R. Lyde); "Travel Violence: Implications for Health Education" (Jessica C. Novak); "Arthritis Foundation Aquatic Leader Community Service Project" (Tammy Oberdieck and Missy Jordan); "Hepatitis A: An Emerging Public Health Concern" (Lisa N. Pealer); "Social Isolation Among Persons with HIV and AIDS" (Robin Petersen); "Employment in the Nonprofit Sector: A Primer for Health Educators" (Susan S. Thomas); "Humor as a Stress Management Strategy" (Tricia R. Weber); and "Ecstasy and Raves: Implications for Health Education" (Jennifer Lee Wiley). (All papers contain references.) (SM)

ED 423 223 SP 038 139

Feistritzer, C. Emily; Hill, Michael D.; Willett, George G.
Profile of Troops to Teachers.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Career Choice; Elementary Secondary Education; Faculty Development; Higher Education; Job Satisfaction; Males; *Military Personnel; Minority Group Teachers; *Nontraditional Education; Preservice Teacher Education; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- Professionalization of Teaching; Washington

This report presents information on Troops to Teachers (TTT), a Washington state program designed to help former military personnel enter public education as teachers. Since the inception of the program in 1994, nearly 3,000 service members have made the transition. A 45-item survey was completed by 1,171 TTT participants in 1998 used to examine the TTT program. The survey looked at demographics, military experience, reasons for teaching, satisfaction with teaching, improving the educational system, student learning, professional development, professionalizing teaching, and planning for the future. Data were compared to data from non-TTT teachers studied through the National Center for Education Information. Results indicated that TTT has been successful in producing quality teachers in high demand areas (more men and minorities with experience beneficial to successful teaching in mathematics, science, and special education in inner cities and outlying rural areas). TTT favors higher standards for students and stricter graduation requirements. Half the TTT teachers entered teaching through alternative teacher preparation and certification programs. The main differences between TTT and non-TTT teachers were in their attitudes about how to make teaching more of a true profession. An appendix presents the survey methodology. (SM)

ED 423 224 SP 038 147

Strickland, Vinnie P.
Attendance and Grade Point Average: A Study.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Failure; *Attendance Patterns; *Grade Point Average; *High School Students; High Schools; Public Schools; Student Behavior; Truancy

1997-98. Bulletin No. 98243.
PUB DATE- 98
NOTE- 567p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Enrollment; Private Schools; *Public Schools; Resource Allocation; *School Districts; State Aid; *Student Characteristics; Tables (Data); Teacher Characteristics
IDENTIFIERS- *Wisconsin

This publication provides facts in table form about the Wisconsin public schools in 1997-98. Following maps of the state's Cooperative Educational Service Agencies and a chart of the number of public school districts by kind, the publication contains tables and charts in the following sections: (1) "District Associations" (cross-reference of schools and districts); (2) "Statewide Statistical Summary Tables, Nonfiscal Data"; (3) "Student and Staff Data by School District"; (4) "Complete Annual School Cost per Member"; (5) "Distribution of State Aid Dollars, 1996-97"; (6) "October Equalization Aid Estimate for 1997-98 Payment"; (7) "Estimated Other State Aid, 1997-98"; (8) "School District Revenue Limits"; (9) "Equalized School District Levy Rates, 1997-98); and (10) "Glossary." The nonfiscal data includes information about Wisconsin's 2,073 public and 993 private schools, 426 public school districts, and enrollment and staffing by ethnicity and grade level. (Contains 35 references.) (SLD)

ED 423 244 TM 028 973

Student Testing: Issues Related to Voluntary National Mathematics and Reading Tests. Report to the Honorable William F. Goodling, Chairman, Committee on Education and the Workforce, House of Representatives, and the Honorable John Ashcroft, U.S. Senate.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Costs; *Educational Testing; Elementary Education; Elementary School Students; Grade 4; Grade 8; Mathematics Achievement; *National Competency Tests; Reading Achievement; *State Programs; Student Characteristics; Student Evaluation; *Test Construction; Test Results; *Testing Programs
IDENTIFIERS- Department of Education; National Assessment Governing Board; National Assessment of Educational Progress; *Voluntary Participation

Information was sought about three main issues related to voluntary national tests for fourth-grade reading and eighth-grade mathematics: (1) the relationship between the National Assessment Governing Board and the U.S. Department of Education; (2) costs of developing the national voluntary tests and procedures for hiring contractors; and (3) possible explanations for the differences in scores on state achievement tests and National Assessment of Educational Progress (NAEP) tests. When Congress gave the NAEP Governing Board authority for voluntary test development, it altered the relationship between the Governing Board and the Department of Education. Department of Education assistance was not used in developing the test contract, as had been typical of NAEP tests in the past. A review of the test development contract suggests that

Education; *Federal Aid; Federal Government; *Financial Support; *Income; Low Income Groups; Minority Groups; Public Schools; School District Wealth; *School Districts; *State Aid; Tables (Data)
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I

This report examines variations between school districts and across the states in the quantities of the various types of revenues received for educational programs and services. It builds on some of the analysis techniques introduced in an earlier National Center for Education Statistics publication, "Disparities in Public School Spending" (1995). While that report focused primarily on public school expenditures for the 1989-90 school year, this report provides detailed information about how much money is received through alternative funding sources at the federal, state, and local levels for different types of students, districts, and communities for the 1991-92 school year. Many of these funding sources are categorical in nature, that is, generated for specific reasons or designated for specific purposes. The revenue measures are matched to important school district characteristics such as the percentage of children in poverty, the percentage of minority children, and wealth. Data come from the 1992 Survey of Local Government Finances and other databases. The lowest poverty and lowest percent minority districts have substantially more actual general education revenues than their higher poverty and percent minority counterparts, but the opposite is true for categorical revenues. For Chapter 1 (renamed Title 1 in the 1994 reauthorization), revenues per target student are greatest in the lowest, as well as the highest, poverty districts. Comparable results are found for state counterparts. Overall, findings from this report illustrate the relative importance of concerns related to interstate, as well as intrastate, equity from the perspective of the child. Children in low equity, but high revenue states, such as New York and Vermont, appear to be much better off in terms of the quantities of educational services received than those in highly equitable, but relatively low revenue states like Kentucky. Implications are discussed. Five appendixes provide supplemental information for variables of interest, technical notes, and definitions of key terms. (Contains 41 figures, 73 tables, and 41 references.) (SLD)

ED 423 262 TM 029 060

Stevenson, Harold W.
A TIMSS Primer. Lessons and Implications for U.S. Education.
PUB DATE- 98
NOTE- 40p.; Foreword by Chester E. Finn, Jr.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Case Studies; Curriculum; Elementary Secondary Education; Foreign Countries; International Education; *International Studies; Low Achievement; *Mathematics Achievement; Mathematics Education; *Performance Factors; *Science Education; Standards; Surveys; Tables (Data); Teacher Role; Teachers
IDENTIFIERS- *Science Achievement; *Third International Mathematics and Science Study

Results are now available from the Third International Mathematics and Science Study (TIMSS) with its 5 main components, 41 cooperating countries, over 500,000 uniform, symmetric nonuniform, and nonsymmetric nonuniform differential item functioning (DIF) data sets. The sample size pairs were either 500,500 or 1,000,1,000 for the reference group and the focal group when the means of ability distributions for the 2 groups were the same, and either 1,000,500 or 1,000,250 for the reference and focal groups when the means of ability distributions for the 2 groups were different. Each dataset included four items with uniform, symmetric nonuniform, or nonsymmetric nonuniform DIF, with each DIF item having either a 0.4 or 0.8 amount of DIF (that is, the area between two item characteristic curves). The purification procedures reduced false positive error rates and/or increased power. The Mantel Haenszel method was superior to other methods with uniform DIF data sets, and the Absolute Mean Deviation method using the iterative purification procedure was superior to the others in nonuniform data sets when the means of ability distributions for the two groups were different. The ability estimation and the sample size affected detection rates and false positive error rates for all methods. The DIF effect size was also a strong influence on detection rates. (Contains 21 tables and 25 references.) (Author/SLD)

ED 423 279   TM 029 084

Pasch, Marvin; Kacanek, Paul; Huyvaert, Sara
Follow-Up Study of the 1997 Pine Valley, Michigan High School Graduating Class.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; Cultural Awareness; *Curriculum Development; Educational Assessment; *Employment Patterns; Extracurricular Activities; Followup Studies; Graduate Surveys; *High School Graduates; High Schools; Program Improvement; *Student Attitudes
IDENTIFIERS- *Michigan

This report describes the background, nature of, and results from a survey of the 1997 Pine Valley High School (Michigan) graduating class. Pine Valley is a name used for purposes of the report. The questionnaire, administered in June 1997, was designed to: (1) identify the curriculum areas students wished they had studied or studied in greater depth; (2) identify the elements in the high school that students believed prepared them well or not well to meet later challenges; and (3) learn from the perspectives of the student whether Pine Valley is making the organizational, curricular, instructional, and behavioral changes that are associated with academic and occupational success in the increasingly skill-based society. Of the 168 graduates, 87 (51%) completed surveys. Of these 87, almost all had been active in school activities such as athletics, speech, drama, music, and vocational clubs. As a result, this cohort included a large number of students who had made a substantial investment in their school and schooling. The respondents urged the school to demand more effort from students, to emphasize basic academic subjects and to offer more courses that prepared students for a job. Respondents generally agreed that the school provided a safe and disciplined environment and helped students get along with others from different racial, cultural, and other backgrounds. When these suggestions were related to ideas of various educational reform movements, room for improvement was noted in relating school lessons to real life, providing an

Programs
IDENTIFIERS- *Dallas Independent School District TX

This study looks at predicting the length of time the students in the Dallas Public School District (Texas) will remain in a limited English program. Student growth rates determined from 3 years of data were analyzed and compared to expected growth rates identified by the "Woodcock-Munoz Language Survey (WMLS)." The WMLS annual expected scores are based on initial W-scores, which have varying growth rates. With this growth pattern in mind the district data were divided into three groups that had different average expected growth rates. The study then compared the language proficiency growth rates of students in Bilingual English (BE) and English as a Second Language (ESL) programs. Three conclusions were found in light of the standard 1-year gains. First, it is necessary for data to be categorized into groups so that gains of the individual categories can be seen and not masked by one total mean. Second, while the low category exceeded expectations and the middle and high categories did not, students in any category will not reach level 4 (English proficient) in 3 years. This result was not affected by the different programs. Third, the majority of low-scoring first-year students will not reach level 4 when projecting an additional 5 to 7 years, however, the majority of middle and high scoring students should at least reach the 3-4 band, if not level 4. Only with additional years of data can these conclusions be validated. (Contains 14 figures, 3 tables, and 4 references.) (Author/SLD)

ED 423 297 TM 029 104

Ward, Martha
A Systems Approach to Middle School Evaluation: Guilford County Schools' Formative Approach.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Attitudes; *Parents; Program Evaluation; *School Districts; Surveys; *Systems Approach; Teacher Attitudes
IDENTIFIERS- *Guilford County School District NC; Middle School Students; Middle School Teachers

Guilford County School District is the third largest school district in North Carolina. It includes urban, suburban, and rural neighborhoods and a full range of income levels with a population that is approximately 60% white and 40% minority, predominantly African American. When three previous school districts merged to form Guilford County Schools, the Middle School Program was initiated. This program called for evaluation annually. In 1995-96, evaluation efforts consisted of the administration of a survey to all students, teachers, and parents. The survey was repeated in the second year to establish a firm baseline, and the design of a new evaluation plan began in the second year. In 1997-98 schools were to provide input to the formative evaluation program, and in 1998-99 the formative evaluation plans were to be carried out. Then in the 1999-2000 school year, the administration of the survey to parents, students, and teachers is to be repeated. In 1995-

ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research and practice. This report highlights major 1997 accomplishments of the Regional Educational Laboratory Program supported by contracts with the U.S. Department of Education, administered by the Office of Educational Research and Improvement. Laboratory efforts concentrate on three major areas: (1) creating new knowledge by engaging partner schools and agencies in collaborative field development and gap-filling research; (2) linking schools with each other and the larger community and helping educators become networked; and (3) providing information and direct assistance that school teams need during the change process. Brief descriptions are given of programs in the areas of development and applied research, strategic alliances and partnerships, and services and dissemination. In 1997, the Laboratories worked closely with 478 field development sires all over the country and cooperated in 54 development and applied research initiatives. The Laboratories also initiated 99 different alliances and participated in 46 joint ventures for education reform. In addition, in 1997, the Laboratories disseminated 1,783 different products and provided 1,213 different services. There were 11.8 million hits on Laboratory Internet Web sites. A sketch of each laboratory and its specialty area is provided. (SLD)

ED 423 316 TM 029 229

Regional Educational Laboratories: 1997 Performance Plan Report.
PUB DATE- 98
NOTE- 20p.; For the 1997 annual report, see TM 029 228.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Educational Improvement; Educational Research; Elementary Secondary Education; Federal Government; *Information Dissemination; *Networks; Policy Formation; Program Effectiveness; Program Evaluation; *Research and Development
IDENTIFIERS- Office of Educational Research and Improvement; Reform Efforts; *Regional Educational Laboratories

The 10 Regional Educational Laboratories work to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research and practice. This report presents 1997 performance data on three common objectives of the Regional Educational Laboratory Program sponsored by contracts with the U.S. Department of Education, administered by the Office of Educational Research and Improvement. The objectives common to the Laboratories are: (1) develop policies, strategies, and/or models of comprehensive, effective reform that are used to assist states and local school districts as they implement programs in which all students achieve at high levels and/or in which emerging theories of learning are assessed and validated; (2) identify or produce materials and strategies for implementing reform in policy and practice and improvement throughout districts and states; and (3) facilitate, create, and expand networks, alliances, and joint ventures that address significant issues in support of state and local reform. This report provides a snapshot of the Laboratories' status in achieving these three objectives at the close of fiscal year 1997, 2 years into the Regional Educational Laboratory contract. In 1997, the Laboratories

"Activist Forums" interspersed throughout the book provide opinions of a number of educators and social activists. Forty-eight book resources, 15 classroom resources, 27 resource organizations, 24 periodicals, 5 educational institutes, and 11 World Wide Web sites are listed for further information. (SLD)

ED 423 332 UD 032 534

Rofes, Eric
Transgression and the Situated Body: Gender, Sex, and the Gay Male Teacher.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; Higher Education; *Homosexuality; *Males; Minority Groups; Personal Narratives; *Sex Differences; *Teacher Student Relationship
IDENTIFIERS- Discourse; *Homosexual Teachers

This paper begins by examining representations of gay male school teachers in discourses produced by gay men, illustrating the ways gay men represent themselves in public discourse. The literature is reviewed for answers to questions about the role of the gay male teacher in education and the responsibility of the gay male teacher to gay liberationist politics while working as an educator. Events from the author's own classroom are used to illustrate dilemmas he has faced as a gay male college teacher and ways he has responded. Ways are then suggested within discourses on gender, the body, and sexuality that offer opportunities for gay male teachers to recognize their potential contributions to the field of education and the lives of children more fully. The review of the literature shows that the personal narratives of gay male teachers reveal the tradeoffs lesbian, gay, bisexual, and transgender people are forced to make as they move in the public sphere. Many gay men maintain sharp divides between their sex lives and classroom lives. They usually face the choice between a committed couple relationship and desexualized behavior. There is really no room for a type of gay male identity that acknowledges the value some gay men place on the erotic. Questions that the teacher may encounter include: if the teacher believes that there are many diverse and ethical ways for people to structure their social and sexual practices, is it acceptable to affirm this in the classroom?; and, if the teacher believes in casual, nonmonogamous sex, what responsibility does he have toward gay male students? Questions the gay male teacher faces in classroom situations and other encounters with students have implications for democratic education and social change. (Contains 22 references.) (SLD)

ED 423 333 UD 032 535

McLure, Gail T.; Boatwright, Micheal; McClanahan, Randy; McLure, John W.
Trends in High School Mathematics Course Taking and Achievement by Gender, Race/Ethnicity, and Class, 1987-1997.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American

last 20 years to fulfill particular needs. Until recently, school or district staff submitted data to various central offices where they were entered manually into computer systems. Today, most data are provided online by the schools directly through the Automate the Schools system for elementary or middle/junior high schools and the University Applications Processing Center for high schools. Some databases are particularly important to the system. The first is the Biofile, the systemwide database that contains basic information for all students enrolled in the New York City Public School System. The Bilofile has the Attendance, exam history, Bilingual Education Student Information System, and Immigrant subfiles. Another systemwide database is the Child Assistance Program system, which is used to keep track of individual special education students. Another is the Division of School Safety database, which collects and stores incident and suspension data. Data on the annual school reports come from these databases. The specific source is identified for information on: (1) number of students; (2) teachers' experience and background; (3) student characteristics; and (4) student achievement. Sources for assistance in completing or using these databases are provided. Four appendixes contain a glossary of acronyms, the names of liaisons and data system coordinators, a list of high school assessment coordinators, and the policy and guidelines for administering city and state assessments to limited English proficient students. (Contains four references.) (SLD)

ED 423 350   UD 032 565

Lauderdale, Katherine Lynn, Ed.; Bonilla, Carlos A., Ed.
Our Educational Melting Pot: Have We Reached the Boiling Point?
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; *Cultural Awareness; Cultural Differences; Disadvantaged Youth; *Diversity (Student); Elementary Secondary Education; *Equal Education; Minority Groups; *Multicultural Education; *Political Correctness; Racial Identification; Teacher Attitudes; Urban Youth
IDENTIFIERS- *Melting Pot

The articles and excerpts in this collection illustrate the complexity of the melting pot concept. Multiculturalism has become a watchword in American life and education, but it may be that in trying to atone for past transgressions educators and others are simply going too far. These essays illustrate some of the problems of a multicultural approach. The following are included: (1) "The Cost of Multiculturalism" (Carlos A. Bonilla); (2) "American Identity or Multiculturalism" (Balint Vazsonyi); (3) "On Mastering the 3Rs" (Carlos A. Bonilla); (4) "Of Preferences and Racial Equality" (excerpt from "Preferences Hinder Racial Equality," by M. Royce Van Tassell "San Francisco Chronicle," January 23, 1998); (5) "News on Race" ("San Francisco Chronicle," January 23, 1998); (6) "The Menace of Multiculturalism" (Mary Lefkowitz, book review, "The Wall Street Journal," March 24, 1997); (7) "Assumptions upon which Multicultural Education Is Based"; (8) "The Recipe for Disaster" (Sharyn Chamberlain, Jennifer Gates, Kevin Kenworthy, and Huong Nguyen); (9) "Multicultural Education: Is It Harmful or Beneficial?" (Tasleem Ali, Kevin Begnaud, Tim Fritz, and Mike Vocker); (10) "The Culture Gap" (Kyle Jensen); (11)

Information Science (MIS) courses called the "Current Reality Tree" (a tool of the Theory of Constraints used to determine the major problem of a system) and proposes a methodology to use it to aid in instruction. The first part of the model (business problems) suggests initiating a session by clearly defining a specific problem of a business. The second part of the model is the solution offered by information technology; in this part, a specific MIS solution to the problem is explored, analyzed, and validated. Finally, new opportunities arising from the implementation of the MIS solution can be explored. An example applied to the problem of meetings is presented. Preliminary results of testing the approach are also given. (AEF)

ED 422 931 IR 057 089

Crafford, Lizette; de Villiers, Carina
Evaluating the Planning of Information Technology Supported Co-Operative Learning (ITCL) Centres for the Teaching of Information Systems.
PUB DATE- 97
NOTE- 16p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Uses in Education; *Cooperative Learning; Development; *Educational Planning; Evaluation Methods; Foreign Countries; Higher Education; *Information Centers; *Information Systems; *Information Technology; *Instructional Design; Introductory Courses; Questionnaires; Teaching Methods
IDENTIFIERS- *Learning Environments; South Africa; Technology Integration

It is known that first year Information Systems students have different levels of computer literacy when they enter the university. This is specifically the case in South Africa, where large numbers of students come from disadvantaged educational backgrounds. Universities sometimes try to overcome the disparity in computer literacy by introducing bridging courses or extra classes for the computer illiterate students. The use of cooperative learning and information technology may enable the lecturers and students to cope with the demands of a first year course in Information Systems. The planning of telecenters using cooperative learning techniques is, however, crucial for the success of such an endeavor. This paper focuses on an evaluation framework for the planning of ITCL (information technology supported cooperative learning) in telecenters for students. The components involved in the implementation of ITCL at telecenters are identified. A questionnaire that can be used for evaluation of the planning of ITCL centers is discussed in detail; in this questionnaire, specific questions about the different components involved in the planning of ITCL centers are provided to guide the lecturers in the establishment of such a center to ensure that the correct ITCL environment is created. (Contains 31 references.) (Author/AEF)

ED 422 932 IR 057 090

Martensson, Paer

IDENTIFIERS- Canada; *North American Free Trade Agreement;
*Technology Role; United States

The purpose of this paper is to analyze the impact that computer based information systems (CBIS) could have on U.S. multinational corporations operating in Canada, particularly in the province of Quebec, and the implications for the North American Free Trade Agreement (NAFTA) that went into effect on January 1, 1994. The study focused on how the data processing, internal audit, and financial intelligence subsystems of a financial information system can affect the success and viability of foreign investments. The study showed that when the management information systems (MIS) are viewed as an organizational resource, the financial information systems (FIS) must be properly designed and implemented so that financial goals of the foreign subsidiaries, and those of the parent company, are communicated to the appropriate responsibility levels within the organizational hierarchy through the output subsystem. (Author/AEF)

ED 422 953 IR 057 111

Gjestland, Creggan; Van Slyke, Craig; Collins, Rosann; Cheney, Paul
End User Training: A Decade of Research.
PUB DATE- 97
NOTE- 12p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Principles; Higher Education; Individual Characteristics; Information Science Education; Literature Reviews; *Management Information Systems; Research Needs; Research Reports; Scholarly Journals; Tables (Data); *Training; Training Methods; User Satisfaction (Information); *Users (Information)
IDENTIFIERS- Training Needs

End user training research has uncovered principles applicable to many forms of training and education. In an attempt to determine useful principles for IS (information systems) educators, the top 12 MIS (management information systems) journals were systematically reviewed to locate all of the end user training articles that were published in those journals from 1980 to 1996. A total of 20 articles were found, spanning the decade from 1987 to 1996. These articles were divided into seven streams of research: (1) training and user acceptance/satisfaction; (2) training methods; (3) trainee characteristics; (4) the need for training; (5) evaluating training; (6) the training environment; and (7) the organizational environment. The articles within each stream of research are discussed and the results evaluated. Possible directions for future research are given, and some conclusions on the current state of end user training research are offered. (Contains 29 references.) (Author/AEF)

ED 422 954 IR 057 112

Beise, Catherine M.; King, Merle; Myers, Martha E.
Mapping System Development Goals and Methods to Web Page Projects.
PUB DATE- 97
NOTE- 6p.; In: Proceedings of the International Academy for

Library"; (6) "General Information"; (7) "Getting the Job...and Keeping It"; (8) "Expectations"; (9) "Conduct"; (10) "Work Etiquette and Protocol"; (11) "Library Procedures"; (12) "Materials' Classification and Shelving Systems"; (13) "How to Locate Materials"; (14) "Electronic Databases"; (15) "Library Organization"; and (16) "Glossary of Common Library Terms and Abbreviations." (Contains an index and selected forms.) (AEF)

ED 422 973 IR 057 176

National Library of Education Advisory Task Force. Briefing Book.
PUB DATE- 98
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- *Advisory Committees; Biographies; *Education; Educational Resources; Governing Boards; History; National Libraries; Organization; *Organizational Objectives; Personnel; Policy; World Wide Web
IDENTIFIERS- AskERIC; ERIC; *National Library of Education DC; Office of Educational Research and Improvement; Task Force Approach; United States Education Information Network

This briefing book with appendices was prepared for the initial meetings of the National Library of Education Advisory Task Force (NLE/ATF), in March 1996. An agenda for this meeting is included in the briefing book. The first section, "Governing Authorities for NLE and the Advisory Task Force," contains a copy of Public Law 103-227, Title X, Part E: The National Library of Education; the NLS ATF Charter; and an amendment to the Charter. The second section, "The NLE Task Force and Its Role," covers the Advisory Committee Oversight and Operations Policy; Duties of the Designated Federal Office; and a list of ATF members with brief biographical information. The third section, "Introduction to NLE," contains: "A New National Library Fuels the Engine of Education" (Nancy J. Floyd), "The National Library of Education: Genesis, Rebirth, and Mission" (E. Stephen Hunt); and an overview of NLE programs and activities. The fourth section, "Navigating Around NLE," contains: copies of the Office of Educational Research and Improvement (OERI) and NLE organizational charts; a map of the NLE stacks; and a list of staff and key contact points. The last section, "NLE Collection Development Policy and Other Policy Drafts," contains: copies of the NLE Collection Development Policy; and draft policies on collection assessment, archival resources, and customer service. The appendices include a letter from the director. The first section of appendices, "Historical Background to NLE," contains: "A Brief History of the U.S. Department of Education Library" (Stephen J. Sniegoski); "A Proposal to Establish A National Education Information Reference Center" (John W. Collins); "Education's Library: Actions Needed to Improve Its Usefulness" (U.S. General Accounting Office Report); and "Summary of Public Comment Regarding NLE Received Pursuant to the 1994 Reauthorization and Reorganization of the OERI." The second section of the appendices, "The Educational Resources Information Center (ERIC)," contains: "The Three Phases of ERIC" (Robert M. Stonehill and Ted Brandhorst); "The Educational Resources Information Center (ERIC)" in "Encyclopedia of Library and Information Science: volume 51, supplement 14" (Ted Brandhorst); "ERIC Annual Report 1995"; and "ERIC's AskARIC Project and the National Parent Information Network." The last section of appendices, "NLE on the

NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Admission; *Community Colleges; Economic Impact; Educational Change; *Educational Finance; *Enrollment; Financial Support; Government School Relationship; Human Resources; *State Aid; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

From January, 1997 to July, 1998, the California Community College System has been developing a strategy to enable community colleges to make a significant difference in the social and economic success of the state. The Board of Governors has conducted special study sessions on the work of the California Higher Education Policy Center, the RAND Corporation, the California Postsecondary Education Commission, the Commission on Innovation, the Citizen's Commission for Higher Education, the California State University, and the University of California. In addition, the board and the chancellor created a task force to document problems and develop an overall strategy for dealing with this challenge. Completed in September of 1997, the task force report serves as the primary basis for the strategic responses outlined in this document. Included are three sections: (1) major findings, which describe reduced college access and resources, increased capital outlay, and fallen participation rate; (2) a strategic response for the system of community colleges; and (3) a strategic response for the state. (AS)

ED 422 994 JC 980 388

AACC Annual, 1998-99: State-by-State Analysis of Community College Trends and Statistics.
PUB DATE- 98
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Census Figures; College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Salaries; *State Surveys; *Statistical Data; Tables (Data); Teacher Salaries; *Two Year College Students; Two Year Colleges; Unemployment; Welfare Recipients

This annual publication from the American Association of Community Colleges (AACC) draws on information from AACC's database, the National Center for Education Statistics, and the U.S. Bureaus of the Census, Labor Statistics, and Economic Analysis to give a broad statistical overview of all the public and independent two-year colleges in the United States for 1998-99. Following the preface, the paper is divided in two parts. Part 1 provides national charts to offer a quick comparison of community college enrollments and median household income from state to state. Charts naming the top-ten associate degrees and certificates awarded, revenue sources, mean earnings, and educational attainment are also included. Part 2 focuses on a state-by-state analysis of statistics, identifying major problems, current trends, and new developments on issues in each state. Charts offer information on the number of students enrolled, populations served by the community colleges, faculty salaries, funding and expenditures, sources of revenue, educational attainment of residents, state ranks for gross

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Benchmarking; *Community Colleges; *Comparative Analysis; Educational Assessment; *Educational Strategies; *Institutional Evaluation; Institutional Research; Organizational Development; Program Improvement; Strategic Planning; Two Year Colleges
IDENTIFIERS- Pima Community College AZ

This paper describes the processes involved in selecting peer institutions for appropriate benchmarking using national databases (NCES-IPEDS). Benchmarking involves the identification of peer institutions and/or best practices in specific operational areas for the purpose of developing standards. The benchmarking process was borne in the early 1980's with Xerox Corporation's attempt to recapture its market share, and has been adopted by many institutions of higher education in order to discover ways to improve services and processes. This paper provides examples of the use of peer institutions for research on topics such as library staffing and faculty workload. The methodology described includes site visits, surveys, and Internet research. The paper also demonstrates the use of benchmarking at the program level to determine the feasibility of initiating new occupational programs and to guide decisions about program modification or expansion. Included are the following topics: usefulness of benchmarking, review of the literature, projects sponsored by national organizations, consortium studies, individual benchmarking projects, benchmarking in the community college sector, description of Pima Community College and its use of benchmarking, consortium of multi-campus community colleges; feasibility studies for new programs, and conclusions related to the benchmarking experience at Pima Community College. Appended is a survey form for postsecondary institutions. (Contains 24 references) (AS)

ED 423 015 JC 980 413

McGrath, Dennis, Ed.
Creating and Benefiting from Institutional Collaboration: Models for Success. New Directions for Community Colleges, Number 103.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; *Cooperation; Cooperative Planning; *Cooperative Programs; Educational Cooperation; *Participative Decision Making; *Partnerships in Education; Program Evaluation; School Business Relationship; Two Year Colleges

This volume offers a variety of examples of long-term collaborative efforts within schools that began with external funding. Articles include: (1) "Lessons from a Long-Term Collaboration," (Lindsay M. Wright and Rona Middleberg); (2) "Creating Structural Change: Best Practices," (Janet E. Lieberman); (3) "An Urban Intervention That Works: The Bronx Corridor of Success," (Michael C. Gillespie); (4) "The Role of Rural Community Colleges in Expanding Access and Economic Development," (Hector Garza and Ronald D. Eller); (5) "The Partnership Paradigm: Collaboration and the Community College,"

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; *Adolescents; Child Health; *Childhood Attitudes; High School Students; Incidence; Intermediate Grades; Interviews; Middle Schools; Secondary Education; *Smoking; Student Projects; *Tobacco; *Well Being
IDENTIFIERS- *Adolescent Attitudes; Adolescent Behavior; Chewing Tobacco; Delaware; Middle School Students; Smokeless Tobacco

This Kids Count special report examines attitudes of adolescents in Delaware toward smoking and the use of tobacco products. Data are based on interviews with middle and high school students conducted by journalism students at Glasgow High School under the supervision of their teacher, and on statewide data. The report presents statewide data and highlights the experiences of individual teens with regard to tobacco use and smoking. Findings noted indicate that 33 percent of Delaware eleventh graders smoke on a regular basis, up from 31 percent in 1996 and 28 percent in 1995, with girls comprising the majority of smokers. Delaware youth start smoking at a younger age (12.5 years) than the national average of 14.5 years. The report also presents individual teens' opinions regarding the reasons youth start smoking, the impact of nicotine addiction, the difficulty of quitting smoking, beliefs about the dangers of smoking, suggestions for ways to prevent children from starting smoking. The interviews highlight the knowledge level of smokers regarding the dangers of nicotine, and the power of nicotine addiction. National data indicate that it is very easy for even elementary students to buy cigarettes, and that over 90 percent of fifth and eighth graders report having had some drug education in school. The report's final section presents one teen's view of tobacco advertising. (Author/KB)

ED 423 034 PS 026 748

Dryfoos, Joy G.
A Look at Community Schools in 1998. Occasional Paper #2.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Centers; *Community Education; Community Programs; *Community Schools; *Community Services; Community Support; Elementary Secondary Education; Models; Outreach Programs; *School Community Relationship; Shared Facilities
IDENTIFIERS- *School Based Services

The full-service community school encompasses many concepts that derive from different domains--education, health, mental health, community development, youth development, human services--and these concepts are being implemented in diverse ways. Generally, the full-service community school integrates the delivery of quality education for children with whatever health, social, and cultural services are required in the community. This paper notes overlap between community schools and school-based services, describes variations of the community schools model across the country, and suggests actions for creating and supporting these schools. The article considers the community needs that motivate the development of these schools, as well as the success of the schools in meeting these needs. Contains 14 references. (JPB) highlighted. (JPB)

ED 423 052 PS 026 873

Collins, Ann
Anticipating the Effects of Federal and State Welfare Changes on Systems That Serve Children. Children and Welfare Reform. Issue Brief 2.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Foundation for Child Development, New York, NY.; Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 97
NOTE- 13p.; For related document, see PS 026 871.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Economically Disadvantaged; Family Income; Federal Aid; *Federal Legislation; Federal Programs; Low Income Groups; *Poverty Programs; State Aid; State Programs; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Welfare Reform

The National Center for Children in Poverty is developing a series of issue briefs on children and welfare reform to help policymakers, community leaders, and advocates use the opportunities afforded by welfare changes in ways that are most likely to benefit both children and adults. This second issue brief focuses on the impact of federal and state welfare initiatives on state and community policies and systems that serve children and families. Noting that the Personal Responsibility and Work Opportunity Reconciliation Act changed many rules upon which programs and services to poor children and families were predicated, eliminating some programs and creating others, this brief discusses the implications of the federal and state changes in welfare policy as they affect child care subsidies, early education programs, child health, and child welfare. The brief also identifies strategies that hold the greatest potential for developing links between systems to minimize potential harms and maximize positive outcomes for children and families, and considers the development of support for implementing such strategies. (JPB)

ED 423 053 PS 026 874

Yoshikawa, Hirokazu; Knitzer, Jane
Lessons from the Field: Head Start Mental Health Strategies To Meet Changing Needs.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Health; Educational Environment; Educational Improvement; Educational Innovation; Educational Research; *Mental Health; *Mental Health Programs; Preschool Education; Psychological Services; School Community Relationship; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Project Head Start

Intended to foster program-to-program learning from within the Head Start community about how programs infuse a mental health perspective into Head Start, this report highlights strategies generated by seven Head Start programs to better meet the changing and intensifying mental health needs of Head Start

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Children; Context Effect; Data Analysis; Data Collection; Data Interpretation; Ethics; Ethnography; Observation; *Qualitative Research; *Research Methodology; Research Problems; Research Reports
IDENTIFIERS- Adult Child Relationship; Researcher Role; *Researcher Subject Relationship

Studying or finding out about children is exceptionally difficult--intellectually, physically, and emotionally. Physical, social, cognitive, and political distances between adult and the child make their relationship very different from the relationships among adults. This book explains the art and science of doing qualitative research involving children. Six themes run through the book: the importance of finding out in context; the situated nature of the research process; the centrality of social interaction; the social nature of research; the centrality of the children; and the situatedness of the methods. The chapters of the book are: (1) "The Child as Object"; (2) "Interpretive Science"; (3) "Theory as Context"; (4) "Ethics: Being Fair"; (5) "Researcher Role as Context"; (6) "Generating Data"; (7) "Constructing a Data Record"; (8) "Interpretation in Context"; and (9) "Writing as Context." The final chapter discusses issues of institutional and market constraints, and validity. Chapters 3, 4, 5, and 7-9 include case studies. Contains 161 references. (HTH)

ED 423 071 PS 026 925

Child Care: Use of Standards To Ensure High Quality Care.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; *Day Care; *Day Care Centers; Early Childhood Education; Educational Policy; *Educational Principles; *Educational Quality; Public Policy; *State Standards

Prepared to assist Congress in its deliberations of various child care proposals, this report identifies key child care center standards that are critical in helping to ensure high quality child care. The article also examines the extent to which states incorporate these standards into their own standards, and discusses other important issues that relate to child care standards and their effect on quality. The analysis clearly shows that the standards which appear to be good predictors of high quality child care are those which focus on caregiver education and training, child-to-staff ratios, group sizes, and safety and health. Except for group size, all states have standards in the key areas identified, although the extent to which state standards reflected those set by the National Association for the Education of Young Children and the National Health and Safety Performance Standards varied. The report also discusses other key issues that affect child care quality, including caregiver turnover and caregiver wages. (JPB)

ED 423 072 PS 026 926

Miller, Jennifer
Financing Services for Young Children and Their Families: New Directions for Research, Development, and Demonstration.

which local people may reconstruct, imagine, and draw meaning from the past. A name that no longer matches a place's appearance provides evidence of environmental change over time and further material for local historical interpretation. Clan names are based on these descriptive names. Other place names allude to historical events that illuminate causes and consequences of wrongful social conduct. These names are linked to traditional stories used to instruct young people and admonish those who transgress social rules. So tight is the link between place and story that both are said to "stalk" transgressors, causing them to attend to "living right" every time they see the place or imagine it in their mind. This linkage between place, name, and story promotes a form of discourse called "speaking with names," a subtle conversational practice that exploits the evocative power of place names to comment tactfully, with few words, on others' moral conduct. The final essay outlines Apache conceptions of wisdom, the qualities of mind that the seeker of wisdom must cultivate, and the crucial role of knowledge of places and sense of place in the attainment of wisdom. (Contains 101 references, notes, and an index.) (SV)

ED 423 090 RC 021 639

Axinn, George H.; Axinn, Nancy W.
Collaboration in International Rural Development: A Practitioner's Handbook.
PUB DATE- 97
NOTE- 334p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Change Strategies; *Cooperative Programs; *Educational Strategies; Foreign Countries; Intercultural Communication; International Cooperation; *International Programs; Organizations (Groups); Personnel Management; Program Administration; *Rural Development; Rural Education; Tables (Data)
IDENTIFIERS- Communication Strategies; Development Education; *Nongovernmental Organizations

This book aims to provide practical information and insights to practitioners involved in collaborative international development programs. It draws on literature and the authors' many years of field experience to combine theory and practical tools as a guide to action in the field. The introduction defines concepts in rural development, outlines functional and structural models of development, and discusses implications of farm and community characteristics to the potential success of development interventions. Part 1 discusses forces of continuity and change in rural life, the evolution of attitudes toward development and development programs, the cyclical nature of development, and issues and concerns (sustainability, equitable participation, decentralization, corruption, gender issues, accountability, and collaboration). Part 2 addresses: (1) strategies in international development collaboration (essential factors, collaboration in training and research, and a systemic approach involving levels of planned change); (2) program development and evaluation (elements of program planning, planning cycles, goal setting, means-ends hierarchies, projects as tools of program implementation, strengthened partnerships related to family-community interests. Twelve conference participants, Cooperative Extension Service educators, were awarded minigrants to develop partnerships that would build capacity in families and communities. The 12 projects took place primarily in rural areas and addressed poverty awareness among community service providers, community leadership training, teen perceptions of family strengths, challenges of welfare reform, strengths of Native American families and communities, poverty issues, "mind shift" from needs assessment to strengths assessment, and collaboration with early childhood networks. (SV)

ED 423 108   RC 021 684

Clinton, William J.
American Indian and Alaska Native Education. Executive Order 13096.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; *Alaska Natives; *American Indian Education; Educational Objectives; *Educational Policy; Elementary Secondary Education; *Federal Government; Federal Indian Relationship; Position Papers; *Public Agencies
IDENTIFIERS- Executive Order 13096; Task Force Approach

This Executive Order of the President outlines a plan for federal agencies to develop a long-term comprehensive federal Indian education policy that will accomplish six goals for American Indian and Alaska Native education. These goals are improving reading and mathematics; increasing high school completion and postsecondary attendance rates; reducing the influence of longstanding factors that impede educational performance, such as poverty and substance abuse; creating strong, safe and drug-free school environments; improving science education; and expanding the use of educational technology. An interagency task force will be established to oversee planning and implementation of this order, in consultation with representatives of American Indian and Alaska Native tribes and organizations. Task force activities will include: (1) developing an interagency action plan supportive of this order; (2) identifying, within participating federal agencies, all education-related programs and resources that support the goals of this order, and publishing and disseminating the guide; and resources; (3) developing a comprehensive federal research agenda that evaluates promising practices and the role of Native language and culture in educational strategies; and (4) developing a comprehensive federal Indian education policy. In addition, the Departments of Education and the Interior will convene a series of regional forums to identify promising practices and strategies, and will identify model schools and provide them with technical assistance. The task force will terminate not later than August 6, 2003. (SV)

ED 423 109   RC 021 685

Quandt, Sara A.; Austin, Colin K.; Arcury, Thomas A.; Summers, Mandi E.; Martinez, H. Nolo
Pesticide Safety Training Materials for Farmworkers: An Annotated Bibliography. Working Paper 98-01.
SPONS. AGENCY- National Inst. of Environmental Health Sciences (NIH), Washington, DC.

applications of science as it pertains to toxic releases into the environment. This boxed package contains the Toxics Release Inventory (TRI) Teacher's Guide, TRI Database Basics guide, comprehensive TRI compact disk with user's guide, "Getting Started: A Guide to Bringing Environmental Education into your Classroom," and the Environmental Protection Agency's "Guide to Environmental Issues." Topics covered include identifying a local watershed and airshed, identifying toxic releases in a region, learning more about a toxic chemicals, conservation of mass, water quality monitoring, and bioaccumulation. With this kit, students learn how to collect and describe data, investigate data quality, identify trends in data, apply basic statistical methods to their data, and develop appropriate graphs. (DDR)

ED 423 129 SE 061 731

Brady, Susan; Willard, Carolyn
Microscopic Explorations. A GEMS Festival Teacher's Guide. Grades 4-8.
PUB DATE- 98
NOTE- 158p.; Sponsored by a contribution from the Microscopy Society of America.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Concept Formation; Data Analysis; Data Collection; Elementary Secondary Education; *Hands on Science; Learning Strategies; Mathematics Activities; Measurement; *Microscopes; Optics; *Science Activities; *Science Process Skills

The first section of this guide contains detailed instructions on how to stage a Microscopic Explorations Festival and an overview of learning station activities that can be used during such an event. The main section of this guide provides concise instructions for setting up each of the festival stations. For each station there is an overview, materials list, information on how to set up the station, and ideas for further exploration. Suggestions for providing closure to the festival are detailed and a resource section that provides curricula to enable pursuit of other scientific topics related to microscopy and optics is included. This unit can stand alone or be used as a starting point to further study of related topics. (DDR)

ED 423 130 SE 061 734

Bennof, Richard J.; Payson, Steven
Science and Engineering State Profiles: 1997.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degrees (Academic); *Engineering Education; Engineers; Federal Aid; *Financial Support; Higher Education; Postsecondary Education; *Research and Development; *Science Education; Scientists; *State Surveys; Statistical Data; Tables (Data)
IDENTIFIERS- National Science Foundation

The Division of Science Resources Studies of the National Science Foundation (NSF) reports statistical data related to science and engineering for each state in the United States. This

Instruction; *Kinesthetic Perception; Learning Modalities; Manipulative Materials; *Material Culture; Object Manipulation; *Realia; Sensory Experience; Social Studies; Tactile Stimuli; *Tactual Perception; *United States History

This project was developed as an alternative learning system for Advanced Placement history students. The project is accompanied by interactive text instructions and items of material culture from a culture box. Chapters include: (1) Introduction; (2) "A Rationale for Alternate Learning"; (3) "A Brief History of Experiential Education"; (4) "History Today"; (5) "Haptic in History"; (6) Conclusion. A resource list and bibliography conclude the text. Four appendices offer additional suggestions for inclusion of items in the culture box. (EH)

ED 423 153 SO 028 350

Faccini, Benedict

Of Copper and Fire. The Self Help Action Plan for Education (SHAPE) in Zambia. Education for All. Making It Work Innovations Series, No. 10.

PUB DATE- 96

NOTE- 37p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *African Studies; Cross Cultural Studies; *Developing Nations; *Educational Development; Educational Economics; *Educational Planning; Educational Research; Elementary Secondary Education; Foreign Countries; International Cooperation; *Politics of Education; *Resource Allocation; Systems Development

IDENTIFIERS- UNESCO; *Zambia

This issue of UNESCO's "Education for All: Making It Work" shows how the SHAPE project's message of autonomy has been translated into productive work, community participation, emphasis on local context, self-reliance and innovations. Since 1987, the Self-Help Action Plan for Education (SHAPE) in Zambia reflects a new philosophy introduced by the Zambian government to respond to dwindling funds and acute lack of materials. SHAPE encourages education policymakers and administrators to take initiatives and stimulate interest in education, and to find funding and materials for schools. The project has now reached all primary schools in Zambia. Chapters include: (1) "Introduction"; (2) "Reform from Top to Bottom"; (3) "The SHAPE Approach"; (4) "Solutions in Action"; (5) "Inspectors and Colleagues"; (6) "Taking SHAPE"; (7) "From Teachers to Trainers"; (8) "Changes in the Neighborhood"; (9) "Financing and Sustainability: SHAPE in the Long Run"; (10) "Conclusion: The SHAPE Legacy." Charts, graphs, and a bibliography conclude the text. (EH)

ED 423 154 SO 028 375

Comprehensive Arts Education. Ohio's Model Competency-Based Program.

PUB DATE- 96

NOTE- 127p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

This paper examines the changes in aspirations and mentality of young people in Russia as to their expectations of what the market system can bring into their life. The study was done in Moscow and in Khabarovsk (Far East). Surveys of 11th-graders were conducted to gain their perspectives about the term "market" and what the future holds for them in the time of change. The paper presents the historic overview of the fall of Communism and the ideological, psychological, and social changes that also occurred. Although most Russians noted the difficulty of the changing times, they responded that the free market as they experienced it was an improvement and looked forward to better days. (Contains 26 references.) (EH)

ED 423 178 SO 028 585

Developing Areas Studies: A Guide to Reference Sources.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Area Studies; *Developing Nations; *Economic Development; Foreign Countries; Global Education; Higher Education; Modernization; Womens Studies; World Affairs; World Problems

This multi-disciplinary annotated bibliography introduces students to reference resources on developing nations. The collection looks at reference works on developing areas of the world as a whole. The reference collection contains many specialized subject bibliographies that may be identified by a keyword search. Sections of the bibliography include: (1) guides to the literature; (2) encyclopedias; (3) dictionaries; (4) handbooks; (5) yearbooks; (6) directories, both international and regional; (7) current awareness services for global and area studies; (8) atlases; (9) indexes and abstracts; and (10) bibliographies for general and selected topics of women and AIDS. (EH)

ED 423 179 SO 028 589

The English Education System: An Overview of Structure and Policy. A Briefing Paper.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *British National Curriculum; Comparative Education; *Core Curriculum; Elementary Secondary Education; Foreign Countries; Government School Relationship; *National Programs
IDENTIFIERS- *England

This paper provides an overview of the education system in England and of the government's policies for the education service. The paper offers a summary rather than a comprehensive guide for England only. There are some similarities with other parts of the United Kingdom, but there also are some differences with Scotland, Wales, and Northern Ireland. The paper is divided into nine chapters, including: (1) "The Structure of Education in England"; (2) "Key Facts"; (3) "Funding and Efficiency"; (4) "Qualifications"; (5) "Improving Quality and Standards"; (6) "Choice and Diversity"; (7) "Autonomy and Accountability"; (8) "Participation"; and (9) "Outputs." Two annexes conclude the document. (EH)

PUB DATE- 97
NOTE- 45p.; Paper presented at the Annual Conference of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Constructivism (Learning); *Educational Philosophy; High Schools; History Instruction; Intellectual Disciplines; *Qualitative Research; Secondary School Teachers; Social Studies; United States History

This study uses a comparative case study of two high school teachers' units about the U.S. civil rights movement to explore the construct of subject-specific pedagogy. The research examines each teacher's views of subject matter and learners as a means of understanding and explaining instructional practices. Through that investigation, a number of problems of tensions surfaces, which are considered, along with the implications that subject-specific pedagogy has for educational policy and professional development. This paper is part of the "Fallingwater" policy and practice study, a multi-year examination of the relationships among national, state, and local education reform efforts and school/classroom practices. (EH)

ED 423 204 SO 029 216

Hoge, John Douglas
Facilitating Children's Understanding of Television as an Agent for Cultural Change.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Conference of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Childrens Television; Commercial Television; Elementary Education; *Mass Media Effects; News Media; Popular Culture; *Social Change; Student Attitudes; Television Commercials; *Television Viewing; *Visual Literacy

This paper offers a collection of activity ideas to help children gain perspective on the present use of television. The activities address both advantages and drawbacks of a television society. Students develop a critical view of the impact of television on the culture by participating in the activities. The activities include: (1) "TV Timeline"; (2) "Commercial Production"; (3) "Favorite Commercials"; (4) "Compare TV, Radio, and Newspaper Event Coverage"; (5) "Topical TV Collage"; (6) "Storybook Television"; (7) "Sensational TV"; (8) "TV Careers"; (9) "Classroom TV Studio"; and (10) "Children's Programming." (EH)

ED 423 205 SO 029 217

Milson, Andrew J.
The Objective Is Objectivity: A Survey of Teachers' Attitudes toward Teaching about Religion in the Public Schools.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Conference of the National Council for the Social Studies (77th, Cincinnati, OH,

IDENTIFIERS- Chicago Public Schools IL

This study investigated the correlation between attendance and grade point average among high school juniors, hypothesizing that there would not be a significant correlation between the two. The sample consisted of 32 students randomly selected from among 172 high school students enrolled in a Chicago public school during school years 1995-1996 and 1994-1995. The study involved a pretest-posttest design using school records of attendance and grade point averages for target years. Data analysis indicated that there was a statistically significant positive correlation between days present and grade point average in the first year of the study and a moderate positive correlation between the two in the second year of the study. The results show that attendance may have a sizable impact on grade point average. The findings are in relative concurrence with related literature. The paper makes recommendations based on the study results. (Contains 17 references.) (SM)

ED 423 225 SP 038 148

Taylor, George R.; Harrington, Frances T.
Inclusion: Panacea or Delusion.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Needs; Elementary Secondary Education; *Inclusive Schools; Individual Needs; Mainstreaming; *Regular and Special Education Relationship; Student Placement

Including students with disabilities in regular classrooms is a controversial issue. Federal law PL 94-142 offered all children with disabilities equal educational opportunities and began the concept of the least restrictive environment (LRE). The 17th annual report to Congress on the implementation of LRE law suggests that school districts are not generally following the LRE mandate. Teaching students with disabilities in inclusive settings is a multifaceted task that requires a team of mutually supporting players who provide the best practices for all students. The preponderance of research supports placing students with disabilities in inclusive settings because it benefits everyone involved, although researchers caution that a one-size-fits-all approach will be disastrous for students with disabilities. Some researchers suggest that inclusion is not beneficial for a variety of reasons. However, most schools are faced with the task of implementing inclusive education. It is essential to assure that each student's goals and objectives are met. New tools, curricula, instruction, and programs are needed that recognize all students' needs and behaviors. Professional preparation of school personnel is essential. Teachers must learn new teaching strategies and understand how to work cooperatively with other teachers, parents, and the community. Without proper planning and support, successful inclusive placements are difficult. (Contains 24 references.) (SM)

ED 423 226 SP 038 149

McFarland, Katherine P.
Promoting Reflective Practices in Pre-Service Teachers: Choosing Three Portfolio Goals.
PUB DATE- 98

the cost to the federal government for developing one complete set of tests would be $15 million, and could go as high as $96 million for a complete set of tests for grades 4 and 8 if all students participate. A number of explanations have been proposed for the differences between state and NAEP results, but most center on differences in definitions of proficiency, differences in the kinds of tests administered, and differences in the kinds of students taking the tests. Appendixes present the study questions, a memorandum of understanding between the Department of Education and the Governing Board, the NAEP response to outside recommendations, and comments from both agencies. (Contains three tables and one figure.) (SLD)

ED 423 245 TM 028 975

Tonack, De, Ed.; Dean, Ceri, Ed.
Change in Action: Navigating and Investigating the Classroom Using Action Research.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Cooperation; Elementary Secondary Education; Higher Education; *Portfolios (Background Materials); Program Descriptions; *Research Methodology; Teaching Methods
IDENTIFIERS- Nebraska

Thirty-five Nebraska educators from across the state came together for five Saturday seminars during the 1995-96 school year to collaborate as they conducted classroom investigations. They earned 3 hours of tuition-free graduate credit. Action research was the tool for their investigations, guided by R. Sagor's book "How To Conduct Collaborative Action Research" (1992). This document presents reports on 22 projects conducted by these teachers. Their action research projects involved elementary, secondary, and higher education, and studied many aspects of education, including assessment and the communication of assessment results, performance based assessment, peer mentoring, cooperative learning, science instruction, mathematics instruction, and gender equity. The book is divided into: (1) summaries of the studies, containing the research questions, data analysis, and results of research studies; (2) "Researchers' Journeys," comments from participant journals; and (3) "Close- Ups," sample contents from three researchers' portfolios that provide an in-depth look at their research. (SLD)

ED 423 246 TM 028 976

Horsch, Elizabeth, Ed.; Kleinsasser, Audrey, Ed.; Traver, Elizabeth, Ed.
Collaboration for a Change: Teacher-Directed Inquiry about Performance Assessments. Reports of Five Teacher-Directed Inquiry Projects.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.

participants, and coverage of the full spectrum of mathematics and science from grades 4 through 12. American educators, parents, and policy makers have found the results to be both startling and disturbing, especially because of the decline in relative standing of U.S. students as they progress from elementary school through high school. This report describes how the TIMSS was conducted and discusses some lessons learned about the bases of these differences. The TIMSS included five main components: (1) curriculum analyses; (2) achievement tests; (3) questionnaire surveys of students, teachers, and administrators; (4) case studies of subjects in the United States, Germany, and Japan; the working environment and training of teachers; methods for dealing with differences in ability; and the role of school in adolescents' lives; and (5) a video study of classroom lessons in the United States, Germany, and Japan. The reports by members of the TIMSS staff express extreme caution in coming to firm answers concerning the poor performance of U.S. students. Nevertheless, it is possible to make some comments about American students' performance. Possible explanations begin with the fragmented, and nonsequential curricula in the United States, and the school's emphasis on developing rules that are automatically applied to problems rather than understanding the basis for the rules. Other problems are the lack of clear and tough standards, the mind-set that academic success is mostly determined by family background rather than by hard work, the demands placed on teachers, and their relatively low status within American culture. Demographic factors play a role, as does the associated phenomenon of placing some students in less challenging curricula. (Contains 6 tables, 4 figures, and 12 references.) (SLD)

ED 423 263   TM 029 061

Walberg, Herbert J.
Spending More While Learning Less. Fordham Report, Volume 2, Number 6.
PUB DATE- 98
NOTE- 28p.; Foreword by Chester E. Finn, Jr.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Costs; Elementary Secondary Education; *Expenditure per Student; International Education; *Low Achievement; Performance Factors; *Productivity
IDENTIFIERS- Organisation for Economic Cooperation Development; United States; *Value Added

The state of education in the United States is examined by asking how much educational value schools add as children pass through them, and at what cost. This approach eases the problems that arise from differing background experiences as children start school. Issues related to academic achievement in the United States are studied through a comparison of school effects from members of the Organization for Economic Cooperation and Development. Data from the most recent international surveys of the International Association for the Evaluation of Educational Achievement and the Organization for Economic Cooperation and Development show that among schools in comparable countries, those in the United States on average make the smallest year-to-year gains in academic achievement. The longer American students spend in school, the farther behind they fall. Yet, per-pupil expenditures in the United States are among the interdisciplinary curriculum, and teamwork for both students and teachers. Other ideas for improvement include more active student participation, small group work, activities for problem solving, computer activities, and oral presentations. (Author/SLD)

ED 423 280 TM 029 085

Dunn, Mary Anna
The Evaluation of Alternative Schools in Research and Practice.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the Virginia Educational Research Association (30th, March 7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthropology; Educational Innovation; Educational Practices; *Educational Research; Elementary Secondary Education; *Evaluation Methods; *Nontraditional Education; *Program Evaluation; *Qualitative Research

Although the demand for formal evaluation of alternative schools is greater than for conventional schools, the unique characteristics of these schools make evaluation especially challenging. Use of traditional instruments and methods may yield misleading results. Evaluators must understand the issues associated with the evaluation of alternative schools in order to design and conduct appropriate evaluations. This paper reviews literature related to the evaluation of alternative schools and innovative programs in order to examine the special problems associated with evaluating these schools. Examples of foci and methods are included along with recommendations for successful evaluations. Today program evaluation has emerged as a sophisticated field in its own right. The qualitative methods of anthropology have been introduced into educational research and evaluation, and the tools are available to conduct evaluations suited to the unique characteristics of alternative schools. (Contains 3 tables and 34 references.) (Author/SLD)

ED 423 281 TM 029 086

Green, Donald Ross
Why Is It So Hard To Agree on Professional Testing Standards? A Test-Publishing Perspective.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; *Educational Testing; Elementary Secondary Education; Limited English Speaking; School Districts; Standards; State Legislation; *Test Construction; Test Validity; *Testing Problems
IDENTIFIERS- Opportunity to Learn; *Standards for Educational and Psychological Tests; *Test Publishers

As the new version of the "Standards for Educational and Psychological Testing" is being developed, it is apparent that putting together a set of standards for test publishing involves many difficulties. Although the basic intent of almost

96, 857 middle school teachers, 6,938 parents, and 11,281 students from the district's 17 middle schools responded to the survey, which focused on strengths and weaknesses of the school and suggestions for improvement. In 1997 responses were received from 878 teachers, 6,429 parents, and 11,774 students. Overall results were positive, with few changes noted in the responses between the 2 years. In each year, schools received their survey item data in tabular and graphic form to use in their School Improvement Plans. Anecdotal reports by principals suggested that these reports were very helpful. Two appendixes contain sample reports from both years. (Contains one reference.) (SLD)

ED 423 298   TM 029 105

Swearingen, Dorothy L.
Extreme Responding Style and the Concreteness-Abstractness Dimension.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Style; *College Students; Higher Education; Questionnaires; *Response Style (Tests); Tables (Data); *Test Construction; Test Items
IDENTIFIERS- *Concreteness (Language)

The problem of response set is important for questionnaire designers and interpreters, but the public is affected as well if policy is determined on the basis of unsupported conclusions. This study focused on one of the most researched response sets, extreme responding (ER), or extreme checking styles, and its relationship to one dimension of thinking style, the concreteness-abstractness dimension. Undergraduate and graduate college students (n=320) who had demonstrated 4 single-dominance styles in an earlier study completed the Gregorc Style Delineator (A. Gregorc, 1984) and 12 brief attitude questionnaires covering 2 controversial and 2 noncontroversial topics. The concreteness-abstractness dimension in thinking style, initially hypothesized to be a strong contributor to the use of ER response set was found in this study to be unimportant. Item format and item content emerged as very important. Apparently, respondents are sensitive to the type of question format used and the controversy level of the topics. Questionnaire designers seeking to minimize the influence of response set could include a variety of formats in a questionnaire, in short sections, so that the chance of having a medium of expression that fits the styles of individual respondents is increased. (Contains 6 tables, 1 figure, and 26 references.) (SLD)

ED 423 299   TM 029 106

Cuthbert, Alex; Hoadley, Christopher M.
Designing Desert Houses in the Knowledge Integration Environment.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For related paper, see TM 029 107.
LANGUAGE- English

worked on the development of 54 different initiatives at 478 development sites. Capacity building, student impact, and the potential for scaling up the activity are aspects that are being studied. With regard to materials and strategies for implementing educational reform, in 1997 the Laboratories made 1,783 distinct products and 1,213 distinct services available to their clients. Clients have rated these products and services highly, and evaluations of their use continue. Other accomplishments of the Laboratories include participation in 99 alliances for reform and cooperation in 46 joint ventures. A map shows the locations of the Regional Laboratories and their addresses and contact information are given. (SLD)

ED 423 317 TM 029 230

Vinovskis, Maris A.
Changing Federal Strategies for Supporting Educational Research, Development, and Statistics.
SPONS. AGENCY- National Educational Research Policy and Priorities Board (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 123p.; Background paper prepared for the National Educational Research Policy and Priorities Board.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational History; *Educational Research; Elementary Secondary Education; *Federal Government; Federal Legislation; *Financial Support; *Government Role; Research and Development
IDENTIFIERS- *Office of Educational Research and Improvement

The 1994 reauthorization of the Office of Educational Research and Improvement (OERI) introduced significant changes in the structure of federal support for educational research, development, and statistics. After more than 3.5 years of experience with these changes, it is time to assess the results of the new approach. Rather than looking only at recent developments at OERI, this essay tries to provide a broad chronological re-examination of federal strategies for supporting educational research, development, and statistics. By placing the recent changes at OERI in a historical context, it becomes possible to assess the strengths and weaknesses of the current reorganization as well as to discover the insights and guidance past experiences may provide. The discussion concentrates on the period after 1960 and focuses heavily on the experiences of the National Institute for Education and OERI. The following chapters are included: (1) "Federal Educational Research and Statistics before World War II"; (2) "Expanding Federal Educational Research in the 1950s"; (3) "Educational Research and the Great Society"; (4) "Creation and Evolution of the National Institute of Education"; (5) "The Reagan Administration and the Challenge to Federal Involvement in Educational Research and Development"; (6) "Changes during the Bush Administration"; (7) "The 'New' OERI"; and (8) "Concluding Observations." Three appendixes contain responses to this report from the Government and Professional Liaison Committee of the American Educational Research Association, the Organization of Research Centers, and the National Research Center for Improving Student Learning an Achievement in Mathematics and Science. (Contains 205 endnotes.) (SLD)

ED 423 318 UD 032 490

Holland, Holly

Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Placement; College Bound Students; College Entrance Examinations; Core Curriculum; *Course Selection (Students); Educational Trends; Grade 12; *High School Students; High Schools; *Mathematics Achievement; Mathematics Achievement; Mathematics Education; *Racial Differences; Secondary School Mathematics; *Sex Differences; Tables (Data); *Test Results
IDENTIFIERS- *ACT Assessment

The purpose of this study was to examine patterns with regard to six advanced high school mathematics courses 12th-grade students who took the American College Testing (ACT) assessment had taken between 1987 and 1997. Differences in performance on the ACT mathematics test were studied with respect to mathematics courses taken, gender, race/ethnicity, and family income. Also studied was how mathematics achievement varied by the number of mathematics courses taken. Five separate 10% systematic samples of ACT-tested 12th graders were selected in graduating classes as follows: (1) 1987, 50,779 students; (2) 1990, 52,076 students; (3) 1993, 56,749 students; (4) 1996, 57,775 students; and (5) 1997, 61,610 students. The evidence suggests that, overall, college-bound 12th graders are increasing mathematics course taking, and that the more mathematics courses students take, the higher their ACT mathematics scores. Students with higher course-taking averages tend to have higher ACT mathematics scores. Not all groups are increasing their mathematics course-taking at the same rate. Females, Blacks, Mexican Americans, and American Indian/Alaskan Natives made greater gains than others between 1987 and 1996. Students from families in the lower income level made some gains in the number of advanced mathematics courses taken, but such gains were more modest than the gains of those in the middle and higher groups. Mathematics course-taking accounted for most of the explained variance in students' achievement on the ACT mathematics test, regardless of the subgroup studied. (Contains 8 tables and 11 references.) (SLD)

ED 423 334 UD 032 536

Okwumbua, Jebose O.; Howell, Stanley; Jones, Alvin R.
Saving Lives and Minds: A Community-Based Violence Prevention Project.
PUB DATE- 97
NOTE- 15p.; Paper presented at the National Conference on Family and Community Violence Prevention (3rd, New Orleans, LA, October 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Community Involvement; Community Programs; Conflict Resolution; *Cultural Awareness; Delinquency; Elementary Education; Low Income Groups; *Prevention; *Racial Identification; School Safety; Self Esteem; Urban Schools; Urban Youth; *Violence
IDENTIFIERS- African Americans; Memphis City Schools TN; Tennessee (Memphis)

African American youth, although they comprise only 6% of the U.S. population, rank first for incarceration and homicide. In

"Attaining Individuality after Bi-lingual Education" (Bill Alessio, Sandra King, Karen Osterli, and Ed Ford); (12) "Sports Ignite Unity" (Dave Hill, Jill Holley, Ismael Perez, and Jay Whinery); and (13) "To CLAD or Not To CLAD" (Laurie Jackson). (Contains 10 references.) (SLD)

ED 423 351 UD 032 566

The New Urban High School: A Practitioner's Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Preparation; *Education Work Relationship; *Educational Change; Educational Environment; High School Students; *High Schools; Partnerships in Education; Teaching Methods; Transitional Programs; *Urban Schools; Vocational Education
IDENTIFIERS- Reform Efforts

In October 1996, the Big Picture Company set out to find six urban high schools that use school-to-work strategies as a lever for whole-school reform. In the schools finally selected for the New Urban High Schools Project, and in others examined for the study, "school-to-work" is a misnomer, because the majority of students are entering postsecondary institutions at a rate of about 80%. For the majority of students, school-to-work promises better college preparation than college prep programs. This guide consists of hands-on, adaptable tools to help practitioners provide students with rigorous project-based learning experiences in the school, workplace, and community. Drawn from the work of the New Urban High School Project, the guide also tells the stories of the six chosen schools. The design principles that these schools exemplify may be summarized as: (1) personalization; (2) adult world immersion; (3) contexts for reflection; (4) intellectual mission; (5) community partnership; and (6) teacher as designer. The practitioner materials are organized into sections on "Connecting Activities," "Work-Based Learning and Mentoring," and "Activities for Educators." A glossary is included. In addition to the 6 works cited, 26 print resources for further information are listed, along with 4 video/film resources. (SLD)

ED 423 352 UD 032 567

Carmona, Lisa A.; Wheelock, Anne; First, Joan
A Gathering Storm: How Palm Beach County Schools Fail Poor and Minority Children.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Grouping; Academic Achievement; *Disadvantaged Youth; Diversity (Student); *Educational Change; Elementary Secondary Education; *Equal Education; Minority Groups; *School Desegregation; State Legislation; Tables (Data); Track System (Education); *Urban Schools; Urban Youth
IDENTIFIERS- *Palm Beach County Schools FL

Evaluation as Learning: Course Evaluation as Part of the Learning Process.
PUB DATE- 97
NOTE- 10p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Business Administration Education; Course Content; *Course Evaluation; Evaluation Methods; Higher Education; Learner Controlled Instruction; *Learning Processes; Models; Student Attitudes; Teacher Attitudes

This paper describes an example of a course evaluation where the evaluation process becomes an important part of the learning process. The setting is an action-learning based course in an executive program. The participants apply a framework (the X-model) for perceiving processes to their own learning. The framework is presented, and experiences from the perspectives of the participants and the instructors are described and discussed. Tentative conclusions are drawn from the experiences of using this type of course evaluation, including the following examples: (1) make a clear distinction between the learning processes of the instructors and those of the participants; (2) put the responsibility for the evaluation of the learning process with the individual; and (3) design the evaluation process in concert with the course content. Finally, there is a general discussion on how evaluation can be used as a lever of learning. (Author/AEF)

ED 422 933 IR 057 091

Purao, Sandeep
Hyper-Link Teaching To Foster Active Learning.
PUB DATE- 97
NOTE- 10p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Active Learning; Course Evaluation; Group Discussion; Higher Education; Hypermedia; Information Science Education; *Instructional Design; Instructional Materials; *Multimedia Materials; Questionnaires; Student Attitudes; *Student Participation; Student Role; Student Surveys; Teaching Methods
IDENTIFIERS- Anchored Instruction; Technology Integration

Active learning is an important element of course design. It has, however, not been integrated in the conduct of class lectures as they have evolved from early, chalkboard-based discussions to newer, multimedia presentation styles. The sophisticated, multimedia presentation styles have forced some rigidity, and have often unintentionally relegated the student to a more passive role in the classroom. This paper proposes an alternate mode of lecture delivery--Hyper-Link Teaching. It involves conducting the classes as anchored and guided discussion sessions. Executing this mode of teaching requires preparing class handouts as anchors for discussions and sharing control over class conduct with the students. The approach was first

Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; Computer Uses in Education; Course Content; Educational Objectives; Higher Education; Information Science Education; Instructional Innovation; *Student Projects; Systems Analysis; *Systems Development; *World Wide Web
IDENTIFIERS- *Web Pages

World Wide Web page projects offer both opportunities and limitations as hands-on projects for students in systems development classes. This paper outlines common pedagogical goals for systems analysis and design courses and then maps the advantages and disadvantages of Web projects over more traditional systems development projects. An example advantage is a greater likelihood of project completion by the end of the term, while a potential problem is the lack of fit between Web page design and traditional modeling tools and techniques. The conclusion is that Web page projects can be beneficial when applied to appropriate objectives and courses. (Author/AEF)

ED 422 955 IR 057 113

Brown, Susan A.; Vician, Chelley
An Examination of the Characteristics of Student Interaction in Computer-Based Communication Assignments.
PUB DATE- 97
NOTE- 12p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Assignments; *Computer Mediated Communication; *Computer Uses in Education; *Group Discussion; Group Dynamics; Higher Education; Instructional Materials; Interaction; *Interpersonal Communication; Learning Activities; Models; Student Characteristics; Tables (Data); Teacher Attitudes
IDENTIFIERS- Flaming (Computer Mediated Communication)

Student interaction and computer-based communication tool appropriation patterns were examined in two different communication assignments requiring active use of computer-based communication tools. University students completed either: a set of communication assignments and activities with the instructor as sole audience; or a set of communication assignments and activities requiring discussion among students as the primary audience. Two cases were used to explore the communication context--the format of communication exchange and the timing of the communicative interaction. The interactions were coded along several dimensions including social communication, aggressive/destructive communication and closed versus open-ended communication. The results show that the communication content was relatively free of flaming (i.e., destructive communication), the format of the communication exchange closely mirrored the assignments, and a significant (30%) proportion of the communication took place outside of the "normal" 8 to 5 timeframe. These results suggest that instructor worries about excessive flaming are unwarranted. Further, they indicate that instructors must carefully consider

Internet," contains: "INet/Online Reference Library Description and Statistics"; and "The Web and the Department." (DLS)

ED 422 974 IR 057 177

Ferguson, Bobby
MARC/AACR2/Authority Control Tagging. Blitz Cataloging Workbook.
PUB DATE- 98
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Answer Keys; *Authority Control (Information); Bibliographic Records; *Cataloging; *Guidelines; Learning Activities; *Library Technical Processes; *Machine Readable Cataloging; Workbooks
IDENTIFIERS- *Anglo American Cataloging Rules 2 Revised; *MARC

This workbook is designed to help librarians learn the correct way of applying cataloging tools, identifying errors in both original and copy cataloging, and maintaining proper authority control for more complete access. Chapter 1, "MARC Format," includes: introduction; families of tags; families of tags exercises; 008 (header) information, bibliographic records; 008 field exercises; indicators; tagging exercises; series; series exercises; and error identification exercises. Chapter 2, "Anglo-American Cataloguing Rules, 2d ed., 1988 Revision," includes: introduction; areas exercises; general exercises; part 1 AACR2R exercises; part 2 introduction; personal authors exercises; corporate bodies exercises; geographic names exercises; choice of access points; choice of access points exercises; uniform titles; and uniform titles exercises. Chapter 3, "Authority Control," includes: format of authority records; references -- see from and see also references for personal names, corporate bodies, subject headings, geographical names; references exercises; and authority control exercises. The publication also includes a section of templates; a bibliography listing 18 references; and an answer key for all the exercises. (DLS)

ED 422 975 IR 057 178

Wynar, Bohdan S., Ed.
Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers, 1998.
PUB DATE- 98
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Book Reviews; *Comparative Analysis; Cost Effectiveness; *Information Sources; Libraries; *Library Collection Development; *Library Material Selection; Publications; *Reference Materials; Reference Services; Selection Tools
IDENTIFIERS- Subject Specialists

This annual review source is designed to assist smaller libraries in the systematic selection of suitable reference materials for their collections. Approximately 500 unabridged reviews, written by over 250 practicing librarians and subject specialists, identify and describe the most useful and state product, statistics on unemployment, and number of welfare recipients. Information on data sources and a contact list of community college system state administrators is included. (Contains 17 references.) (AS)

ED 422 995 JC 980 389

Baldwin, Anne
Report on the Status of Proprietary Schools in Dade County, Florida. Research Report No. 97-01R.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *College Programs; *Community Colleges; Educational Finance; *Enrollment; Graduates; *Institutional Research; *Proprietary Schools; Regional Characteristics; Two Year Colleges

This report investigates proprietary school activity in Dade County, Florida. Aggregate data for 1994-95 show 105,374 students enrolled and 36,312 graduates/completions from proprietary schools statewide. The subset for Dade County was 19,995 enrollments and 9,075 completions. When program-level data from the state are summarized for Dade County, the 1994-95 data show 10,027 enrollments and 3,711 completions across 51 licensed and/or accredited proprietary schools. The schools with the highest overall enrollments are Miami Technical Institute (1,414), Hialeah Technical Center (1,027), National School of Technology (813), Hi-Tech School of Miami (690), and Miami Institute of Technology (662). Of the 10 discipline areas, medicine has the largest number of enrollments (5,163) and completions (1,671), followed by computer science, with 2,577 enrollments and 1,149 completions. Table 1 contains program enrollment and completion data reported by the proprietary school state board and sorted by discipline area. Table 2 presents data in the same format as the first table, except that the schools in this table are neither in the State Board of Independent Postsecondary Vocational Trade, Technical, Business School 1994-95 Annual Report nor in their 1994-95 Directory. Four appended articles present accreditation status, region of location in Dade County, school address and telephone number, advertising information, and synopsis of legislation and issues. (Contains 16 references.) (AS)

ED 422 996 JC 980 390

Baldwin, Anne
High School Draw: Direct Entry Enrollment of Dade County Public High School Graduates--Annual Report Year Data 1992-93 through 1996-97. Research Report No. 97-06R.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; *College Choice; Community Colleges; Comparative Analysis; *Enrollment; Enrollment Rate; Enrollment Trends; Ethnic Groups; Feeder Patterns; *High School Graduates; High Schools; *Institutional Research; School Statistics; *Statistical Data; Student Recruitment; Tables (Data); Two Year Colleges
IDENTIFIERS- *Dade County Public Schools FL; *Miami Dade Community College FL

(Sara Lundquist and John S. Nixon); (6) "The Collaborative Leader," (Carolyn Grubbs Williams); (7) "Building Local Partnerships: Contributions of a National Center," (Barbara Schaier-Peleg and Richard A. Donovan); (8) "Funding Collaboratives," (L. Steven Zwerling); (9) "No Pain, No Gain: The Learning Curve in Assessing Collaboratives," (Laura I. Rendon, Wendy L. Gans, and Mistalene D. Calleroz); and (10) "Sources and Information: Community Colleges and Collaboration," (Erika Yamasaki). As the contributors to this volume emphasize, collaboration must be understood both as a distinctive process and as a particular type of interorganizational structure. (AS)

ED 423 016 JC 980 415

Sydow, Debbie L.
Outcomes of the VCCS Professional Development Initiative: 1993-1998.
PUB DATE- 98
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Community Colleges; Educational Finance; Educational Research; Evaluation Methods; *Improvement Programs; Learning; *Outcomes of Education; *Professional Development; Program Evaluation; Surveys; *Teacher Improvement; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

This is a study of the outcomes of the professional development initiative implemented in 1993 by the Virginia Community College System (VCCS). It attempts to answer the question of whether faculty participation in structured professional development activities results in significant improvements in teaching. The primary objective of the study was to evaluate the actual effects of the initiative and to determine: (1) the extent to which these effects addressed the documented professional development needs of faculty, and; (2) the extent to which these effects resulted in enhanced student learning. Reported are the results of a 5-year follow-up survey of the professional development activities and needs of VCCS faculty. Included are a literature review, methods and procedures, and research findings related to the professional development survey, peer group conferences, and research grants. Based on the research findings, recommendations for improved professional development programs include the use of conferences, workshops, seminars and other short-term, focused meetings as a means of educating faculty. Appended are brief guidelines for facilitating meetings, research grant information, surveys and forms, and time-management data. (Contains 15 references) (AS)

ED 423 017 PS 024 242

Infant Child Care and Attachment Security: Results of the NICHD Study of Early Child Care.
PUB DATE- 96
NOTE- 51p.; Paper presented at a Symposium at the International Conference on Infant Studies (Providence, RI, April 20, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

ED 423 035 PS 026 757

Bernhard, Judith K.; Lefebvre, Marie Louise; Chud, Gyda; Lange, Rika
Paths to Equity: Cultural, Linguistic and Racial Diversity in Canadian Early Childhood Education.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Faculty; *Cultural Differences; *Cultural Pluralism; Day Care; Day Care Centers; *Diversity (Student); *Early Childhood Education; Educational Change; Ethnic Groups; Family (Sociological Unit); Foreign Countries; Higher Education; Minority Group Children; Models; Multicultural Education; *Parent Attitudes; Parent School Relationship; Parent Teacher Cooperation; Preschool Teachers; *Teacher Attitudes; Teacher Education Programs; Young Children
IDENTIFIERS- British Columbia; Faculty Attitudes; Ontario; Quebec

Childcare centers in Canada's largest cities frequently have children with family languages other than English or French and who are of diverse racial and cultural backgrounds. This three-part study focused on cultural diversity in early childhood education (ECE) settings in Toronto (Ontario), Vancouver (British Columbia), and Montreal (Quebec). The Center Study examined teachers' and supervisors' attitudes about benefits and challenges associated with diversity. The Family Study assessed the child care experiences of parents and minority group children. The Faculty Study interviewed college faculty preparing early childhood education teachers. Among the major findings are the following: (1) early childhood teachers often felt unprepared for working with children of diverse backgrounds, with language barriers identified as their largest challenge; (2) teachers reported minimal contact with minority families more frequently than for majority families; (3) a majority of teachers reported having seen racial incidents between children and parents also reported such incidents; (4) parents but had concerns about the lack of academic activities, believed that teachers did not teach children to behave properly, and had considerable concerns about the food served; (5) some parents wanted centers to encourage the mainstream language assimilation process and others wanted more support of the family language; (6) the majority of ECE teacher preparation programs had no specific courses dealing with diversity; and (7) ECE students and faculty remain relatively homogeneous. The findings generated several recommendations for teachers and ECE teacher preparation programs. (Contains 132 references.) (KB)

ED 423 036 PS 026 766

Cherry, Florence
Parent-Adolescent Communication.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; *Adolescents; Child Rearing;

children, families, and staff. The report is designed to stimulate dialogue about difficult issues that are often unaddressed, such as skepticism about traditional mental health strategies, the depth of need among some families, or where to find funding. An additional goal of the report is to spur communication and collaborative partnerships between the mental health, Head Start, and other service communities. Chapter 1 of the report summarizes the reasons that new attention to building nontraditional and strengthening traditional mental health strategies is both critical and possible. Chapter 2 presents mental health-related strategies that focus on staff development involving primarily work with children. Chapter 3 highlights new ways of engaging families, particularly those with the most complex stresses. Chapter 4 describes those few programs whose mental health-related strategies include strong connections to the larger community, either through collaborations around integrated services, or as part of community efforts to address problems such as substance abuse. Chapter 5 focuses on issues related to efforts to enhance mental health in the context of Head Start. These issues include assessment, gaps in research, financing needs, and the kind of training and technical assistance all programs need to enhance mental health-related strategies. Chapter 6 summarizes the lessons learned and offers recommendations at the program, community, state, and national levels. (Appendices contain a list of resources, national organizations concerned with children's mental health, Head Start mental health performance standards, and program and resource contacts cited in lessons from the field). (JPB)

ED 423 054   PS 026 876

Marine, Robert A.
Character Education/Formation in Catholic Schools (K-12).
PUB DATE- 98
NOTE- 25p.; Revised and updated paper presented at the Catholic Schools Leadership Workshop (Cincinnati, OH, July 21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Change Strategies; Educational Philosophy; Elementary Secondary Education; Leadership Styles; *Moral Values; Personality; Religious Education; Religious Factors; *Social Change; Story Telling; Student Responsibility; *Values Education
IDENTIFIERS- *Character Education

Noting that character formation within Catholic education has undergone several changes over the last 10 years, this paper examines character education and character formation as they are currently implemented in Catholic elementary and secondary schools. Section 1 of the paper considers the definition of character, and traces the development of character education/formation in Catholic schools over the past decade, reviewing the shift of core values underlying the 1983 Revised Code of Canon Law which directly impacts Catholic education. This section also discusses the impact of core values on leadership styles, and presents two models of leadership that reflect and support the core values described. Section 2 discusses the values for character education/formation that reflect and flow from the core values and are based on the work of Dr. Thomas Lickona and developed within a Catholic philosophy by Dr. Thomas Groome. This section also discusses

SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Administration; Budgeting; Change Strategies; Community Services; Day Care; Early Childhood Education; Early Intervention; *Educational Finance; *Family Programs; Financial Policy; *Financial Support; Models; Preschool Education; Privatization; Public Policy; Research Needs; Research Problems; Social Services; *Young Children
IDENTIFIERS- Alternative Financing; *Family Support; Financing Options

In 1997, the Finance Project convened a roundtable meeting of representatives from organizations who have been working to improve the financing of services and supports to young children and their families; the meeting was convened with the purpose of mapping an agenda for future research, development, and demonstration to support improvements in early childhood financing. This paper organizes the meeting's recommendations into a coherent framework for a research and demonstration agenda. Three principles emerging from the meeting are highlighted: the need for community-based, family-focused, preventive, and comprehensive services; the importance of cultivating informal support systems and formalized services; and the realization that financing strategies are a means to an end, inextricably linked to strategies for service delivery. The paper begins by outlining the major strategic directions for change that emerged from the roundtable discussion, including realigning financing strategies to adapt to changing social policy environment, making better use of fiscal resources, developing the infrastructure to support improved financing, and building public will, leadership, and resources to support change. Section 2 discusses how these strategic directions translate into a research, demonstration, and tool-building agenda, with proposed activities in three major categories: (1) research, including theory building, policy research, and evaluation; (2) demonstration projects, especially how a wide range of financing strategies can achieve better results for children and families; and (3) tool-building, involving further developing and making accessible to states and communities a wide variety of models and tools, such as results-based budgeting, resource mapping, and the use of data to inform decision making. (KB)

ED 423 073 PS 026 929

Money Matters: A Guide to Financing Quality Education and Other Children's Services.
PUB DATE- 97
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Change Agents; Change Strategies; *Children; *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Policy; Financial Support; Government Role; Grants; Incentives; Income; Money Management; Public Policy; Public Sector; Public Support; *Social Services; Tax Allocation; Tax Rates

planning tools, and evaluation strategies); and (3) learning and communication strategies for development (importance to learning of attitudes, banking systems of formal education versus problem-solving approaches, literacy-based versus practical approaches, indigenous knowledge systems, nonformal education and teacher-student relationships, accountability and collaboration strategies in learning, communication systems and channels, and elements of effective communication). Part 3 discusses program implementation and administration and covers such aspects as organization, personnel management, direction, and finance. Part 4 reflects optimistically on the future of collaboration in international rural development. (Contains references in a selected bibliography, an index, data tables, and figures.) (SV)

ED 423 091 RC 021 641

Reagan, Timothy
Non-Western Educational Traditions: Alternative Approaches to Educational Thought and Practice. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 96
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- African Culture; American Indian Culture; American Indian Education; Beliefs; Buddhism; Chinese Culture; Cultural Influences; Educational History; *Educational Philosophy; *Educational Practices; Educational Principles; Foreign Countries; Islamic Culture; *Non Western Civilization; *Nonformal Education; Oral Tradition; *Sociocultural Patterns; Values
IDENTIFIERS- Aztec (People); Hinduism; *Indigenous Knowledge Systems

The history of education, as taught in the United States and in the West generally, has focused primarily on how Western educational tradition emerged. This book provides a brief overview of several non-Western approaches to educational thought and practice. An understanding of how other peoples have educated their children, as well as what counted as "education" for them, may clarify Western assumptions and values and provide alternative viewpoints about important educational matters. Nine chapters deal with a wide variety of non-Western cultural and historical educational traditions. Chapter 1 presents a theoretical foundation for the study of non-Western educational traditions. Chapters 2-8 examine traditional, indigenous African educational thought and practice; Aztec education as a case study of indigenous education in Mesoamerica; the pre-Columbian North American Indian experience of education; educational thought and practice in imperial China, with emphasis on the role of the examination system; the Hindu educational tradition in India; the Buddhist educational tradition; and the Muslim educational heritage. Chapter 9 summarizes major themes and issues: the distinction between formal schooling and education, community-based education in which all adults are teachers, education as socialization, emphasis on vocational training, the ultimate responsibility of the family, oral language skills and oral tradition, and values and spirituality. Each chapter contains references, questions for reflection and discussion, and recommendations for further reading. Contains a 27-page bibliography and an index. (TD)

PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agricultural Laborers; *Agricultural Safety; Annotated Bibliographies; Audiovisual Aids; Health Education; *Health Materials; Instructional Materials; Migrant Workers; Occupational Safety and Health; *Pesticides; *Safety Education; Spanish Speaking; Training

Preventing or reducing exposure to agricultural chemicals is an important focus for health educators serving farmworkers and their families. The need for this health education has been intensified with the development of U.S. Environmental Protection Agency Worker Protection Standard (WPS). Among other requirements, WPS states that farmworkers must receive worker-safety training that covers specified topics related to chemical exposure. This annotated bibliography compiles 35 health education materials appropriate for use with farmworkers and related to agricultural chemical exposure. These items were published since 1988 and include various print materials, training manuals and curricula, and audiovisual products. The majority are available in both English or Spanish, or in Spanish only. Annotations include: brief description of contents and format, publisher, source, audience, language, reading level, evaluation of relevance to WPS, and suggestions for use. An introduction describes the search strategy and review process used to compile the bibliography. Appendices list information required by WPS and the bibliography's review format. (SV)

ED 423 110 SE 060 407

Stanley, Julian C.
In the Beginning: The Study of Mathematically Precocious Youth (SMPY).
PUB DATE- 96
NOTE- 20p.; This manuscript was later published in the book "Intellectual Talent: Psychometric and Social Issues" (Baltimore, Johns Hopkins University Press, 1996), p. 225-235. Edited by Camilla P. Benbow and David Lubinski.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Educational History; *Educational Practices; Elementary Secondary Education; *Mathematics Education; *Talent Identification

This paper contains a brief description of the founding and early years of the Study of Mathematically Precocious Youth (SMPY) from 1968 to the present. Several of the guiding principles behind SMPY are discussed. SMPY led to the formation of strong regional, state, and local centers that now blanket the United States with annual talent searches and academic summer programs. Among their main tools are the assessment tests of the College Board including the SAT, high school achievement tests, and Advanced Placement Program (AP) examinations. Identifying, via objective tests, youths who reason exceptionally well mathematically and/or verbally is the initial aim of SMPY and its sequels. The 12- or 13-year-old boys and girls who score high are then provided the special, supplemental, accelerative educational opportunities they sorely need. (Contains 42 references.) (Author/NB) report contains an overview of data related to cumulative distribution of the United States research and development performance by state in 1995, the relationship between the amount of research and development performed in a state and the size of its economy in 1995, federal research and development obligations by agency and state in 1995, and the difference in agency-reported and performer-reported federal research and development from 1980-95. Each state profile includes a table displaying science and engineering data for that state, the United States, and the rank of the state, and a table delineating the federal obligations for research and development in the state by agency and performer. (DDR)

ED 423 131 SE 061 735

Science and Engineering Indicators, 1998.
PUB DATE- 98
NOTE- 1045p.
LANGUAGE- English
EDRS Price- MF08/PC42 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Engineering Education; Engineers; Higher Education; *Science and Society; *Science Curriculum; *Science Education; *Scientists; Secondary Education; Socioeconomic Influences; Tables (Data); Teacher Education Programs
IDENTIFIERS- National Science Board

This report provides quantitative data to assist in decisionmaking while United States science and technology is in transition. This 1998 report features new data and analyses. In addition to enhanced international comparisons and a chapter on the significance of information technologies, features of this report include improved international performance indicators of precollege science and mathematics education, curricula, and teacher preparation; enhanced coverage of the situation of recent graduates and postdoctoral scientists and engineers; and venture capital indicators. The report overview is organized around four themes that encapsulate significant trends in the transition into the 21st century which include increasing globalization, greater emphasis on education and training, structural and priority changes, and the increasing impact of science and technology on daily lives. (DDR)

ED 423 132 SE 061 738

Sneider, Cary I.; Barber, Jacqueline; Bergman, Lincoln
The Architecture of Reform: GEMS and National Standards Featuring "To Build a House."
PUB DATE- 97
NOTE- 112p.; For related document, see SE 061 739.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activity Units; Course Content; *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Hands on Science; *National Standards; *Science Course Improvement Projects; Science Education; Science Process Skills; Units of Study
IDENTIFIERS- *Great Explorations in Math and Science

The world of science education is rich with guidelines on what

DESCRIPTORS- Art; *Art Education; *Competency Based Education; Dance; Drama; Dramatics; Elementary Secondary Education; State Curriculum Guides; *State Standards; *Theater Arts; *Visual Arts
IDENTIFIERS- *Ohio

This model Ohio competency-based arts program connects the four arts (dance, drama/theater, music, visual art) to their educational, historical, personal, and social contexts in order to bring relevance and understanding to all students. The document is intended to provide guidance to local Ohio school districts in creating their own arts programs. The book provides suggested performance objectives, suggested instructional objectives, recommended strategies for assessment, and a recommended program of interventions services. Grade level performance and instructional objectives are provided. (EH)

ED 423 155 SO 028 379

Learning Standards for the Arts. Revised Edition.
PUB DATE- 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art; Art Education; Dance; Drama; Elementary Secondary Education; Music; State Curriculum Guides; *State Standards; *Theater Arts; *Visual Arts
IDENTIFIERS- *New York

This revised edition of the New York learning standards for the arts incorporates changes in earlier editions to the content standards and performance indicators based on extensive review by the public. Samples of student work and teacher comments on the work are also new in this edition. The examples are intended to provide some ideas of tasks that support attainment as various levels of acceptable work. These standards for the state of New York reflect educational goals common to dance, music, theater, and the visual arts while recognizing the distinctive aspects of each discipline. The standards provide local school districts the direction and basic structure for the development of local curricula that link instruction and assessment to the content standards. (EH)

ED 423 156 SO 028 380

Wolf, Aline D.
Nurturing the Spirit in Non-Sectarian Classrooms.
PUB DATE- 96
NOTE- 199p.; Illustrated by Joe Servello.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Discovery Learning; Early Childhood Education; *Montessori Method; *Philosophy; Religion Studies; Sensory Experience; Student Centered Curriculum; Teaching Methods
IDENTIFIERS- *Montessori (Maria)

This book reiterates the fundamental purpose of Maria Montessori's philosophy of bringing about a "better world by nurturing the spirit of the child." The book draws upon published authorities on the importance of the nurturing of the spirit, along with experiences of active Montessorians for everyday examples of nurturing spirituality in the classroom.

ED 423 180 SO 028 590

Davis, Gregory H.
The Role of Humanities in Our Modern Technological Society.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Community Colleges Humanities Association (San Francisco, CA, November 7-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Ethical Instruction; Ethics; Futures (Of Society); Higher Education; *Humanities; Humanities Instruction; *Philosophy; Science and Society; *Technological Advancement; *Technology; Values

This paper advocates that the humanities retain a place or have primary importance in the education system. It presents a history of philosophic and religious perspectives regarding science and technology, ranging from embracing technology to rejecting it. By juxtaposing the dominance of the Nazi regime in World War II and the increasing flood of technology, the paper suggests that the humanities must temper the influence of technology on modern society. (EH)

ED 423 181 SO 028 597

Social Studies 30, Diploma Examination Results. Examiners' Report for January 1997.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Comparative Education; *Educational Testing; Foreign Countries; High Schools; *Social Studies; *State Regulation; *Student Evaluation; *Test Content; *Testing
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

The summary information in this report provides teachers, school administrators, students and the general public with an overview of results from the January 1997 administration of the Social Studies 30 Diploma Examination for the province of Alberta, Canada. The summary is divided into: (1) description of the examination; (2) achievement of standards; (3) provincial averages; (4) multiple-choice questions with analysis of difficulty, examiners' comments and a breakdown of certain questions and responses; and (5) written responses analyses with examiners' comments on the students' responses to the two questions. (EH)

ED 423 182 SO 028 600

Gordon, Howard R. D.
Legal Knowledge of Secondary School Principals: Impact of Selected Variables.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Eastern Educational Research Association Conference (20th, Hilton Head, SC, February 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Public Schools; *Religion Studies; Social Studies; Surveys; *Teacher Attitudes; Teacher Behavior; Teacher Characteristics; Teacher Response
IDENTIFIERS- Texas

This study compares the attitudes of "somewhat" religious teachers toward teaching about religion in the public schools with the attitudes of very religious teachers. The sample consisted of public school teachers enrolled in elementary and secondary education courses at two Texas universities during the summer of 1995. Data were collected through the use of a researcher-constructed survey. An independent t-test was used to test the hypothesis. The statistical results (t=1.17, df=60, alpha .05) suggest that there is no significant difference between the attitudes of very religious and somewhat religious teachers. The findings suggest the religious convictions of a teacher do not appear to affect that teachers attitude toward teaching about religion in public schools. (EH)

ED 423 206 SO 029 224

Turan, Selahattin; Taylor, Charles
Alternative Dispute Resolution (ADR): A Different Framework for Conflict Resolution in Educational Settings.
PUB DATE- 97
NOTE- 16p.; Paper presented at Annual Meeting of the National Council of Professors of Educational Administration (51st, Vail, CO, August 10-16,1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict; *Conflict Resolution; Decision Making; *Peace; Problem Solving; *Prosocial Behavior; Social Control

This paper briefly introduces alternative dispute resolution (ADR) processes and their fundamental principles. The paper provides a review of the literature on ADR and discusses its applicability in educational settings. The concept of conflict is explained, along with analysis of the limitations of traditional conflict resolution processes. The paper concludes with a discussion of the ADR processes and implications for educational settings and recommendations. (EH)

ED 423 207 SO 029 229

Brieger, Charles; Kendall-Dudley, Lori; Sarmiento, Patty
Integrating Fine Arts Instruction with At Risk Students.
PUB DATE- 97
NOTE- 173p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Action Research; *Art Education; *At Risk Persons; *Early Intervention; Elementary Education; *Fine Arts; Grade 1; Grade 2; Grade 3; Grade 4; *High Risk Students; Program Improvement

This report details a program design for improving fine arts instruction among at-risk students. The participants were in a

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Higher Education; *Portfolio Assessment; Preservice Teacher Education; *Reflective Teaching; *Student Evaluation; *Student Teachers; Success
IDENTIFIERS- *Reflective Thinking

Portfolio assessment is valuable for promoting reflective practice in student teachers. This paper describes how a university supervisor required her student teachers to select three professional goals at the beginning of their practicum and provide the proof that they achieved them by the end of the semester. The supervisor began by showing the student teachers her own first portfolio with its three goals. She explained the activity to the students using a handout. Student teachers were expected to select three goals that had personal meaning; make sure that the goals could be proven at the end of the semester; provide evidence of how they met each goal through artifacts such as notes, articles, handouts, dialogue, and observation; and write one page per goal of how each goal was met. The supervisor found that her student teachers used portfolios for many purposes, including identifying weaknesses and plans for growth and improvement; focusing on content; encouraging reflection of promising practices; solving problems; and reconstructing knowledge of the process of growth and learning. This paper provides examples of students' goals and responses to the activity. (SM)

ED 423 227 SP 038 150

McFarland, Katherine P.
Promoting Reflective Practices in Pre-Service Teacher Education: An Activity on Stages of Concern.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; Journal Writing; *Preservice Teacher Education; *Reflective Teaching; Student Teachers; Student Teaching
IDENTIFIERS- *Reflective Thinking; *Stages of Concern

A university supervisor used a "Stages of Concern" activity to promote reflective practice in preservice teachers. She wanted to show student teachers early in the semester that changes could be predicted, followed, and charted through their practicum to assess professional growth. The "Stages of Concern" model provides an overview of changes that will occur in processing any initiative. The model includes impact, task, and self stages that address refocusing, collaboration, consequence, management, personal, informational, and awareness concerns. The class activity involved the use of a reflective journal or learning log. The teacher introduced the stages of concern model; asked students to think of an example to use with the model; began a discussion of growth within each stage;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Cooperation; Educational Change; Educational Research; Elementary Secondary Education; Higher Education; *Performance Based Assessment; Preschool Education; Researchers; *Science Instruction; Teaching Methods
IDENTIFIERS- *Scoring Rubrics; Wyoming

Five teams of teacher-researchers, 15 teachers in all, representing three Wyoming school districts and Casper College conducted classroom-based investigations and wrote about their inquiries. These teachers of prekindergarten through college collaborated to examine performance based assessment questions with an overall theme of improving science instruction and assessment. A synopsis of each inquiry report is presented for the following projects: (1) "Collaboration for a Change" (Jayne Hellenberg, Suzanne Morrison, and Diana Wiig); (2) "Who's Supposed To Make the Decisions in the Classroom Anyway?" (Lorrain Rudd); (3) "Phantom of the Rubric or Scary Stories from the Classroom" (Cleta Booth, Barb Deshler, Joan James, and Jane Wade); (4) "Time Is a BIG Thing: A Multi-Age Study of Student Time Schemas" (Anne Marker and Andrea Varcalli); and (5) "A Comparative Analysis of Teacher and Student Perceptions of Learning" (Nancy Brauchie, Colleen Burridge, Elizabeth Horsch, Nancy Leotta, and Julie Horsch). An appendix contains the addresses and telephone numbers of the teacher researchers, and the other presents suggested readings. (SLD)

ED 423 247 TM 028 977

Young, Beth Aronstamm
Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1995-96. Statistical Analysis Report.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; High School Graduates; *Institutional Characteristics; Minority Groups; *Public Schools; School Demography; *School District Size; School District Wealth; School Districts; Special Education; Tables (Data); Teacher Student Ratio; Teachers

This report, eighth in a series, provides information about the 100 largest school districts in the United States and outlying areas during the 1995-96 school year and revenues and expenditures for the 1995 fiscal year. The information was provided by state education agencies to the National Center for Education Statistics for the Common Core of Data. Characteristics of these districts and their students and staff are provided in 10 basic tables, which follow four text tables that set the context for the information on the largest school districts. The 100 largest school districts, representing less than 1% of all school districts in the nation, were responsible for the education of 23% of all public school students. These large districts employed 21% of the nation's public school teachers, and accounted for 17% of all public schools and 18% of public high school graduates. In the 100 largest districts, school sizes were larger than the average school district. In addition, the 100 largest school districts also had a higher mean pupil-teacher ratio, at 18.5 to 1, compared to 17.2 to 1 for the average school district. Three states, Florida, Texas, and California, accounted for over one-third of the 100 largest world's highest. Because they make the poorest progress and rank in the highest category of spending, U.S. schools, by nationally agreed on standards, are least productive among those in comparably economically advanced countries. In reading, mathematics, and science through eighth grade, U.S. schools rank last in four of five comparisons of achievement progress. However, per-student expenditures on U.S. primary and secondary schools were third highest among more than 20 advanced countries. Today, unlike the past, more secondary school students in comparable countries on average remain in school than students in the United States do, so their superior achievement gains do not depend on student selectivity or higher dropout rates. An appendix discusses value-added achievement comparisons. (Contains two tables and seven charts.) (SLD)

ED 423 264   TM 029 062

Airasian, Peter W.
Classroom Assessment. Third Edition.
PUB DATE- 97
NOTE- 416p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Numerical/Quantitative Data (110)
DESCRIPTORS- Decision Making; Education Majors; *Educational Assessment; Educational Environment; Educational Planning; Grading; Higher Education; Methods Courses; *Performance Based Assessment; Self Evaluation (Individuals); Standardized Tests; *Student Evaluation; Tables (Data); *Teacher Education; Teacher Evaluation; *Test Construction; Test Use

"Classroom Assessment" is designed for students taking a first course in classroom assessment and measurement. It shows how assessment principles apply to the full range of teacher decision making, and not just the formal evaluation of student learning. For this reason, the book has been organized in a manner that follows the natural progression of teacher decision making, from organizing the classroom as a social system to planning and conducting instruction to the formal evaluation of learning, grading, and the ways teachers assess themselves. The following chapters are included: (1) "The Classroom as an Assessment Environment"; (2) "Sizing-Up Assessment"; (3) "Assessment for Instructional Planning"; (4) "Assessment during Instruction"; (5) "Formal Assessment of Learning"; (6) "Paper-and-Pencil Test Questions"; (7) "Administering, Scoring, and Improving Paper-and-Pencil Tests"; (8) "Performance Assessment"; (9) "Grading Pupil Performance"; (10) "Standardized Achievement Tests"; and (11) "Teacher Self-Assessment." One appendix gives standards for teacher competence in educational assessment of students, and the other shows some statistical applications for classroom assessment. (Contains 50 tables, 27 figures, and 188 references.) (SLD)

ED 423 265   TM 029 063

Airasian, Peter W.
Assessment in the Classroom.
PUB DATE- 96
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

all parties involved is similar, there are many potential areas of disagreement among parties to the standards, which include test publishers, test sponsors, test users, and test takers. Areas of general agreement include the nature of validity and evidence for it, the importance of reliability, and general considerations of test construction. However, that areas of agreement about validity exist does not mean that agreement on specific wording is easily obtained. Test developers and school systems know that the uses of the test cannot be controlled by the developer. For this reason, asking the test developer for evidence of validity in specific situations is likely to be an area of disagreement. Trying to ensure that all necessary steps toward fairness and test bias have been taken is another area of potential disagreement about what the "Standards" should specify. Other issues come up in the section of the "Standards" related to educational testing that make it difficult for the parties to agree on what the "Standards" should say. One is the area of opportunity to learn. As it is being written, the standard for making decisions about student promotion or graduation requires that the test cover only what students have had the opportunity to learn. Determining what this is poses problems for all concerned. Other problems on which the "Standards" have little chance of gaining agreement are the testing of students of limited English proficiency and the tendency of state legislatures to pass testing requirements that cannot be met for one technical reason or another. It is difficult to agree on professional testing standards because the various groups have legitimately different interests and because the "Standards" are easy to misunderstand. Another reason is that the wording chosen can leave publishers, developers, sponsors, and users open to public and even legal attacks by those who dislike the outcomes or have political axes to grind. (Contains four references.) (SLD)

ED 423 282 TM 029 087

Holweger, Nancy; Taylor, Grace
Differential Item Functioning by Gender on a Large-Scale Science Performance Assessment: A Comparison across Grade Levels.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; Grade 5; Grade 8; *Item Bias; *Junior High School Students; *Performance Based Assessment; Performance Factors; *Science Tests; *Sex Differences; State Programs; Testing Programs

The fifth-grade and eighth-grade science items on a state performance assessment were compared for differential item functioning (DIF) due to gender. The grade 5 sample consisted of 8,539 females and 8,029 males and the grade 8 sample consisted of 7,477 females and 7,891 males. A total of 30 fifth grade items and 26 eighth grade items were examined for DIF using the Multilog software package. There was substantial DIF on certain items: in the grade 5 data, four items exhibited the largest DIF. Females performed better on these items, none of which involved using an algorithm. Interestingly three of the four items with large DIF were in the section on salinity, a topic that perhaps is differentially interesting to males and females. In addition, these four items were embedded in real contexts, and each involved considerable writing. Results also show that there is considerably less DIF in the grade 5 science

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Criteria; *Design; Intermediate Grades; Junior High Schools; Middle Schools; *Problem Solving; *Science Instruction; Thermodynamics
IDENTIFIERS- *Knowledge Integration Environment; Middle School Students; *Scaffolding

This paper presents a synthesis of several studies that support the hypothesis that properly scaffolded design problems lead to the types of convergent thinking and knowledge integration that have been difficult to achieve in the Computer Supported Intentional Learning Environment (CSILE) system. The focus is on a middle school science unit on thermodynamics in which students design a desert house. How design problems contribute to knowledge integration is considered. Design problems are a unique class of problems that require students to elaborate on the initial task, develop constraints, and select justifiable solutions paths. Most of the complex work in engineering, multimedia design, composition, programming, and, to some extent, scientific investigation can be classified as design. The three themes outlined in this paper: (1) providing appropriate resources; (2) developing shared criteria; and (3) encouraging iterative refinement, serve as guidelines for educators and researchers seeking to develop design-based curricula for science education. The challenge for educators is to design environments in which students can coordinate different levels of description along with strategies and criteria for evaluating solutions. (Contains 4 figures and 15 references.) (Author/SLD)

ED 423 300 TM 029 107

Cuthbert, Alex; Hoadley, Christopher M.
Using KIE To Help Students Develop Shared Criteria for House Designs.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For a related paper, see TM 029 106.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Criteria; *Design; Grade 8; *Junior High School Students; Junior High Schools; *Problem Solving; Self Evaluation (Individuals); Thermodynamics
IDENTIFIERS- *Knowledge Integration Environment; Scaffolding

How can students develop shared criteria for problems that have no "right" answer? Ill-structured problems of this sort are called design problems. Like portfolio projects, these problems are difficult to evaluate for both teachers and students. This investigation contrasts two methods for developing shared criteria for project evaluation. Elements of self-criticism and peer review appear in both methods with levels of collaboration altered between the two conditions. The investigation used the Scaffolded Knowledge Integration (SKI) framework to guide the curriculum design. The two approaches were an autonomous condition in which students worked in pairs on a single design and then critiqued their own designs and a collaborative condition in which students create separate initial designs and then merged them into one. Eighth graders (n=148) used the Knowledge Integration Environment (KIE) to design passive solar

Middle Start Technology Facts.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Computer Uses in Education; Educational Finance; *Educational Technology; Equal Education; Financial Support; Intermediate Grades; Junior High School Students; Junior High Schools; *Middle Schools; Shared Resources and Services; *Technological Advancement; *Urban Schools
IDENTIFIERS- Middle School Students

Equity is an important part of technology education. Without adequate equipment and training, schools shortchange students and limit their ability to compete with their more fortunate peers. This is especially important at the middle school level because computer assisted instruction not only taps into adolescents' natural curiosity, but also can expand their thinking. Milwood Middle School, Kalamazoo (Michigan) is an example of an urban school that has added cutting edge technology and better-trained teachers to boost students' achievement. Milwood has a computerized grading system and a technology-based curriculum to track each student's progress in the basic skills, so that teachers can send weekly reports home to parents. The school paid for its technology program through grants. The differences in technology applications in the schools usually comes down to school finances. The city and suburbs of Grand Rapids (Michigan) illustrate the contrast between wealthier suburban districts where technology resources abound, and poorer urban districts that may have trouble even upgrading their wiring. Because voters are less likely to approve funding projects that don't benefit their own children, it is necessary for school districts to share technology resources and cooperate on plans that will benefit the entire community. Some suggestions are offered for the implementation of educational technology. These center on involving a broad range of stakeholders in decision-making and frequent evaluation of implementation progress and planning. (Contains several useful resources for technological advancement.) (SLD)

ED 423 319 UD 032 518

Brown, Babette
Unlearning Discrimination in the Early Years.
PUB DATE- 98
NOTE- 162p.; Foreword by Louise Derman-Sparks.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Childhood Education; Early Intervention; *Educational Practices; *Social Discrimination; *Stereotypes; Teaching Methods; *Young Children
IDENTIFIERS- *Antiracist Education

With guidance and support even young children can actively challenge unfairness and learn not to discriminate. They can be taught to unlearn the misconceptions and stereotypical thinking they have absorbed from their environments. This book provides practical ways teachers can teach young children about racism and other forms of discrimination: cultural discrimination, West Tennessee, the Juvenile Court of Memphis and Shelby County Report indicated that African American male youths were likely to become delinquent early in the second grade, were six times as likely to be referred on aggravated assault charges, and were taken into protective custody four times as often as their White counterparts. The project aimed to prevent the incidence of violence and other problem behaviors among at-risk African American male youths who resided in urban and rural West Tennessee by assisting them in developing positive self-esteem, teaching them decision-making and conflict resolution skills, and exposing them to their rich culture and heritage. Subjects were 127 African American male students in third through sixth grade from urban and rural public schools. The intervention consisted of decision-making skills training, conflict resolution training, and cultural awareness, all delivered during 48 weekly sessions. The primary findings from this investigation were the improvement in participants' concepts of their physical characteristics and strengthened ethnic identity. Challenges and implications for similar programming for "at risk" youth are discussed. (Contains 10 references.) (SLD)

ED 423 335 UD 032 537

Brisk, Maria Estela
The Multicultural Middle College High School: An Attempt at Creating an Innovative Bilingual High School.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Bilingual Students; Cultural Awareness; *Educational Environment; Evaluation Methods; High School Students; *High Schools; Instructional Effectiveness; Multicultural Education; *Nontraditional Education; Program Evaluation; Research Methodology; Staff Development; Urban Schools; Urban Youth

Research on bilingual education has suggested three areas as critical for quality bilingual education: (1) school climate and organization; (2) curriculum content and delivery; and (3) instructional strategies. These three areas form a framework that was used to evaluate the Multicultural Middle College High School (MMCHS), an alternative bilingual high school created by a group of teachers from the Boston (Massachusetts) public schools. An analysis of school organization, curriculum, staff, classroom instruction, student population, and home-school relationships shows how the school succeeds in providing quality bilingual education. The MMCHS opened in 1993 with 82 bilingual and mainstream students, 4 bilingual teachers, and 1 special education teacher as an outgrowth of a "school within a school" program for bilingual and mainstream students that had operated in a high school since 1990. The program was housed in a community college, but was the satellite of a high school. Because the conditions of a quality bilingual education focus on characteristics of the different components of a program, it provides a thorough but flexible model of evaluation. Had the MMCHS been evaluated with the simple criteria of language instruction or adherence to an established model of bilingual education, it would not have been evaluated as favorably. Using the scrutiny of the conditions, which adds an extensive focus on characteristics of good education, the results were more positive. There was a strong basis of quality education in the

This report takes a hard look at the day-to-day workings of Palm Beach County (Florida) schools to explain why the systemic change model of Florida's current reform legislation is likely to fail the students in greatest need of improved schooling. The Palm Beach County School District is the 4th largest district in Florida, and the 15th largest in the nation. The students are highly diverse, with 52.5% White in 1997, 30.1% Black, and 14.81% Hispanic American. Data in this report show how different results in different schools are linked to the different conditions for learning in these schools. The report demonstrates that many school practices contribute to, rather than mitigate, the unequal economic and social conditions that characterize Palm Beach County. Although the schools are officially desegregated, many schools remain islands of racial isolation where low achievement is the norm, and the teacher turnover is very high in these schools. Ability grouping practices remain in place. The students who are most dependent on schooling are receiving the least effective schooling. Specific recommendations are made to improve achievement and equality in the Palm Beach County schools. An appendix discusses the rights of Limited English Proficient children, and a second appendix outlines the county school budget. (Contains 12 figures, 10 maps, and 6 tables.) (SLD)

ED 423 353 UD 032 568

Pompa, Delia; Reilly, Michael
Looking for America, Volume II. Seven Schools Experimenting with Intergroup Relations.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 95
NOTE- 123p.; For Volume I, see ED 381 589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Cultural Pluralism; Curriculum Development; Educational Strategies; Elementary Schools; Elementary Secondary Education; Ethnic Groups; High Schools; *Immigrants; *Intergroup Relations; *Minority Groups; *Public Schools; Urban Schools

In 1992, the National Coalition of Advocates for Students received a grant to support a national project to examine social relationships between immigrant students and children of established residents. This book documents activities from the Looking for America project at seven diverse U.S. public schools and offers conclusions and recommendations to guide those undertaking similar efforts in other schools. The experiences of these 7 urban schools (4 high schools, 1 elementary school, and 2 middle schools), opinions of their students, and responses of 182 staff members were used to distill the following action steps for change: (1) create a climate for change; (2) establish an intergroup relations team; (3) develop a school profile; (4) make an inventory of resources; (5) involve the community; and (6) make a plan. Case studies of each of the project schools explore the intergroup relations activities in each. Four appendixes discuss study methodology and intergroup relations, describe 12 resource organizations, and describe the National Coalition of Advocates for Students. (SLD)

ED 423 354 UD 032 569

Brabeck, Mary M.; McCubbin, Laurie; Rogers, Lauren A.; Ting, implemented during Fall 1995 for an undergraduate course in Systems Analysis at an accredited, large university. Student feedback indicates that the approach encourages students to engage in a more active role in the classroom, promotes higher levels of learning, and augments instructor responsiveness to student concerns. A copy of the student questionnaire is appended. (Contains 10 references.) (Author/AEF)

ED 422 934 IR 057 092

Passerini, Katia; Granger, Mary J.
Designing Multimedia for Ecological Tourism in an Educational Setting.
PUB DATE- 97
NOTE- 13p.; In: Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA, December 12-14, 1997); see IR 057 067.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Computer Software Development; *Ecological Factors; Educational Technology; Foreign Countries; Higher Education; Hypermedia; Information Science Education; Information Systems; Material Development; *Multimedia Materials; Optical Data Disks; Screen Design (Computers); *Tourism; Travel
IDENTIFIERS- Costa Rica; Story Boards; United States

This paper describes the development process of multimedia software designed to educate and provide awareness of ecotourism in Costa Rica. Ecotourism is a form of nature-based travel and recreational experience combining a respect for nature and local cultures with economic development incentives. The software intends to pursue the goals of ecotourism by presenting an alternative method of traveling; it provides a sustainable and entertaining alternative to direct visits. Additionally, it offers training prior to departure by presenting background reference readings, videos, and "dos and don'ts" lists. Created during a hypermedia development course, the multimedia software, "Ecotourism on a Computer Screen: Ecotourism in Costa Rica," incorporates stills, graphics, videos and sound clips. The paper also details lessons experienced in the development of the software. Successful and unsuccessful techniques are described. Many of these procedures are repeatable, while several others should be avoided or implemented differently. In order to provide some useful hints for multimedia development both at the storyboard and programming levels, these alternatives are evaluated. Suggestions for facilitating a semester-long multimedia project are added. Future work includes developing a framework to test the effectiveness of multimedia software for ecotourism. Eight figures present sample screens. (Contains 16 references.) (Author/AEF) the outcome they desire from the technology to be sure the assignments will lead to those outcomes. Finally, the results indicate that students do appropriate the technology at varying times, resulting in an expanded classroom space. (Contains 57 references.) (Author/AEF)

ED 422 956 IR 057 156

Everhart, Nancy
Evaluating the School Library Media Center. Analysis Techniques and Research Practices.
PUB DATE- 98
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Evaluation; Elementary Secondary Education; Evaluation; *Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Evaluation Research; *Evaluation Utilization; Learning Resources Centers; Librarians; Library Collection Development; Media Specialists; Personnel Management; *School Libraries; Self Evaluation (Individuals)
IDENTIFIERS- Evaluation Reports; Evaluation Standards

This book addresses two problems common to school library media specialists: the lack of time to conduct evaluations, and the lack of knowledge on how and what to evaluate in the school media center. The book contains research and evaluation techniques and studies that have been conducted in school library media centers. Many study results are presented in chart format, with spaces available for data entry for comparison. Chapter 1, "General Evaluation" covers reasons to evaluate, types of evaluations, methodologies, critical reading of research, an example of a local study, and general evaluation instruments. Chapter 2, "Curriculum" focuses on curriculum, discussing evaluation, collection support, self-assessment for media specialists, and ways to assess student knowledge of information skills. Chapter 3, "Collections" provides quantitative and qualitative ways of evaluating collections. Chapter 4, "Facilities" discusses results from research, suggestions from experienced professionals, state guidelines, measuring tools, and combined school-public libraries. Chapter 5, "Technology" provides instruments for technology evaluation. Chapter 6, "Personnel" deals with personnel issues, including roles, time expenditures, staffing patterns, and research results. Chapter 7, "Usage" covers the evaluation of collection usage. Each chapter containing lists of references, recent dissertations, and web sites. The 23 appendices contain evaluation tools in state school library media documents (arranged by state). Includes an index. (DLS)

affordable reference sources available for small and medium-sized school, public, academic, and special libraries. As with previous volumes in this series, items have been selected from the 1998 edition of "American Reference Books Annual." The nature, scope, and usability of each work is covered by annotations. In many cases, the work is compared to similar titles, and published reviews from professional journals are frequently cited. In addition, all entries are coded to indicate whether the book is recommended for purchase by school media centers, public libraries, or smaller public libraries. Complete bibliographic and ordering information is included for all items. Four main parts include (1) "General Reference Works"; (2) "Social Sciences" (social sciences in general, area studies, economics and business, education, ethnic studies and anthropology, genealogy, geography and travel guides, history, law, library and information science and publishing and bookselling, military studies, political science, parapsychology, recreation and sports, sociology, statistics and urban studies, and women's studies); (3) "Humanities" (humanities in general, communication and mass media, decorative arts, fine arts, language and linguistics, literature, music, mythology and folklore, performing arts, and philosophy and religion); and (4) "Science and Technology," (science and technology in general, agricultural sciences, biological sciences, engineering, health sciences, high technology, physical sciences and mathematics, resource sciences and transportation). (Contains an author/title index and a subject index.) (DSE)

For a number of years, analyses have been conducted each fall term to determine changes in the draw of high school graduates to Florida's Miami-Dade Community College (MDCC) from the Dade County Public Schools. Findings of the 1997 study, including comparisons with data from studies conducted over the past 5 years, include the following: (1) in 1995-96, there were 13,266 standard-diploma graduates from 25 Dade County public high schools, 39% of whom enrolled at MDCC during 1996-97; (2) for 1996-97, nearly 27% of the White non-Hispanic, 31% of the Black non-Hispanic, and 49% of the Hispanic Dade County high school graduates were drawn to MDCC; (3) during the past 5 years, MDCC's draw of Dade County high school graduates decreased by 934 students, putting it at a five-year low; (4) of the 25 feeder schools, 10 increased in numbers drawn to the college; (5) schools with the largest positive change in draw for 1996-97 were Killian (45), Sunset (31), Carol City (20), Southwest (17), and Hialeah-Miami Lakes (16). College-wide comparisons and campus data for specific high schools are provided. (EMH)

ED 422 997   JC 980 391

Baldwin, Anne; Brann, Herman I.
The Economic Impact of Miami-Dade Community College on the Local Dade County Economy. Research Report No. 97-07R.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Community Colleges; Community Programs; *Economic Change; *Economic Impact; Economic Research; *Employment; Expenditures; Local Issues; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Economic Impact Studies; *Miami Dade Community College FL

With the increasing emphasis by legislators on accountability in higher education, the economic contributions of higher education to the local, regional, and state economies tend to be overlooked. This study provides estimates of both the gross and net impacts of Miami-Dade Community College (MDCC) on the local Dade County economy. All categories of expenditures are included, and data are for the fiscal year 1994-95. The results of this study are intended to inform planning and decision-making. Some findings include: (1) total gross county expenditures were $360.6 million; (2) output of additional goods and services was $367.6 million; (3) added income earned by local households was $257.7 million; and (4) total jobs created were 14,205. Tables of data are provided on gross and net impacts, personnel costs, current expenses, capital outlay, plant fund operations, enrollment, graduates and leavers, transfers, and sources of revenue. Appended are gross and net county expenditures by the college and employees, by students and visitors, and by graduates; and a glossary. (Contains 28 references) (EMH)

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Adjustment (to Environment); *Attachment Behavior; Child Development; *Day Care; Day Care Centers; *Day Care Effects; Early Experience; *Infants; Longitudinal Studies; Mothers; *Parent Child Relationship; Parent Role

IDENTIFIERS- *Ainsworth Strange Situation Procedure

A longitudinal study explored the effects of different aspects of child care on infants' attachment security. Child care variables examined included age of entry; the quality, amount, stability, and type of care; and mother's sensitivity to the child's needs. When the validity of the Strange Situation was tested by comparing children with low and high amounts of child care outside the home, it was determined that infants distress during mothers' absence in the Strange Situation was not significantly different between the two groups, indicating that the Strange Situation was equally valid for both groups. Other results indicated that non-maternal child care by itself does not constitute a threat to the security of the infant-mother attachment, nor does it foster secure attachment. Instead, there was consistent evidence that poor quality, unstable or more than minimal amounts of child care added to the risks already inherent in maternal insensitivity. The combined effects of these child care variables and maternal insensitivity were worse than those of maternal insensitivity alone. Results suggest that the effects of child care on attachment, and the nature of the attachment relationship itself, depend on the nature of ongoing interactions between mother and child. (JPB)

Family Work Relationship; Middle Aged Adults; One Parent Family; *Parent Child Relationship; *Parent Education; Parent Role; *Parenting Skills; Role Conflict; Sexuality; Substance Abuse; Teaching Guides; Values Education; *Workshops

IDENTIFIERS- Adolescent Attitudes

This cooperative extension facilitator's guide details workshops designed to help parents, especially single parents, establish positive relations with their adolescent children by providing a nurturing environment that will allow adolescents to explore their feelings about the people in their lives and the environments in which they function. The workshop sessions explore issues such as sexuality, work, substance abuse, values, communication, and the renegotiation of roles inside and outside the family. The guide contains 4 workshop sessions, each with 4 or 5 activities, and planned to last approximately 2.5 hours. Activities include small group discussions, mini-lectures, role playing, brainstorming, and other interactive techniques. At the beginning of each session, the goals or objects are outlined, the materials needed are listed, and the agenda for conducting the activities is printed. Steps to prepare for the workshop are also described. Steps for conducting activities are outlined, including suggestions for starting discussions. The guide's appendices include a profile of key points of adolescent growth and development, a discussion of basic training techniques, and a description of the developmental processes of adults in mid-life. (Author) religious and cultural literacy within a multicultural community, and provides a Scriptural reflection on character education/formation in Catholic schools. Section 3 of the paper describes several approaches to character education/formation, including the storytelling approach and its application to social justice as seen in the work of Coles; the Respect and Responsibility approach of Lickona, which includes sex education within the context of character education; the Youth and Caring Program; Value Driven Schools; and the work of the National Catholic Educational Association. (KB)

IDENTIFIERS- Public Private Partnership Programs; Tax Bases

This guide is intended to provide guidance to state and local leaders in identifying the need for finance reform; understanding and evaluating the pros and cons of alternative financial approaches; and designing strategies to build long-lasting public support. Chapter 1 reviews the key forces pushing for reform and outlines principles to guide reform. Chapters 2 through 5 describe an array of policy options for state and local reformers across four critical and interrelated areas of finance: revenue generation, budgeting, partnerships, and financial and other incentives. Chapter 6 offers approaches to build the public and political support for change. Each chapter contains references. Two appendices list the members of the Finance Project's national review and advisory panel and the working groups. (KB)

ED 423 074 PS 026 932

Fthenakis, Wassilios E.

New Parenting Challenges in Europe Today.

PUB DATE- 98

NOTE- 16p.; Paper presented at the European Family Forum (Athens, Greece, May 20-22, 1998).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Agents; *Child Rearing; *Family Characteristics; Family Environment; Family Life; *Family Relationship; *Family (Sociological Unit); Foreign Countries; Parents; Social Change; *Social Influences; Sociocultural Patterns

IDENTIFIERS- Europe

This article discusses factors affecting parents in contemporary Europe. The focus is on family development, mechanisms conditioning social and family interactions, and the historical processes that are resulting in changes in family structure. Family changes discussed include the declining birthrate, structural conditions for parenthood, changing demographics due to rising life expectancy, marital status, women's changing self-concept, parents' concepts of education, and living conditions of families--especially those in poverty. The article considers the effects of changing structural and economic conditions families face due to changing lifestyles, immigration patterns, and social upheaval. The article also examines the restriction of childrearing to the family and related concerns such as professional concern with child care and education, civil and protective rights for children, media images of the family, gender roles and childrearing, father's involvement in parenting, and new understanding of children's coping during social upheaval. (JPB)

ED 423 092 RC 021 642

Silver, Shirley; Miller, Wick R.
American Indian Languages: Cultural and Social Contexts.

PUB DATE- 97
NOTE- 453p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Culture; American Indian History; *American Indian Languages; *Descriptive Linguistics; *Diachronic Linguistics; Language Classification; Language Maintenance; Language Patterns; *Language Usage; Literacy; Multilingualism; Oral Tradition; *Sociolinguistics
IDENTIFIERS- Language Contact; Language Shift

This book introduces the general reader to the mosaic of American Indian languages and cultures as they exist in time and space, and supplies limited technical linguistic orientation to encourage further exploration of language interrelationships, cultures, and other ways of knowing. Chapter 1 provides an overview of the status, diversity, and vitality of American Indian languages; government policies toward Native languages and education; and language maintenance. Chapter 2 discusses aspects of phonology and grammar. Chapter 3 addresses languages and cultural domains: plant taxonomy, geographic orientation, place names, social space, counting systems, classification systems, and world views. Chapter 4 examines language communities in the Great Basin, Pueblos, Creek Confederacy, and Aztec Empire in terms of social groupings, linguistic socialization, fashions of speaking, multilingualism, and linguistic attitudes. Chapter 5 focuses on language usage in storytelling and types of performance in Chinook, Havasupai, Navajo, and Kuna cultures. Chapter 6 discusses fashions of speaking: respect speech between social categories, men's and women's speech, baby talk, expressive speech, diminutive and augmentative forms, and linguistic markers for various speech forms. Chapter 7 examines nonverbal communication: silence, Kickapoo and Mazatec whistle speech, sign language, and long-distance or pictorial communication. Chapter 8 looks at the written languages of the Mayas, Aztecs, Cherokees, and Crees. Chapters 9-11 discuss results of language contact: multilingualism, lingua francas (pidgins and creoles), loanwords, lexical acculturation, language shift, and changes within English and Spanish. Chapters 12-14 describe the histories of language families, language as a tool to study prehistory, and the spread and distribution of language families. Appendices explain phonetic symbols and their meanings and list the language families of North America. (Contains an extensive bibliography and an index.) (SV)

ED 423 111 SE 061 416

Blume, Glendon W., Ed.; Heid, M. Kathleen, Ed.
Teaching and Learning Mathematics with Technology. 1997 Yearbook.
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Fractions; Functions (Mathematics); Geometry; *Graphing Calculators; *Mathematics Education; Spreadsheets; Teaching Methods

This yearbook focuses on the role of technology in school mathematics. Chapters are replete with classroom-tested ideas for using technology to teach new mathematical ideas and to teach familiar mathematical ideas better. Chapters included: (1) "Using the Graphing Calculator in the Classroom: Helping Students Solve the "Unsolvable" (Eric Milou, Edward Gambler, Todd Moyer); (2) "Graphing Changing Averages" (David Duncan, Bonnie Litwiller); (3) "Making More of an Average Lesson: Using Spreadsheets To Teach Preservice Teachers about Average" (John Baker); (4) "In the Presence of Technology, Geometry is Alive and Well--but Different" (Gina Foletta); (5) "Composing Functions Graphically on the TI-92" (Linda Iseri); (6) "Signifiers and Counterparts: Building a Framework for Analyzing Students' Use of Symbols" (Margaret Kinzel); (7) "Exploring Continued Fractions: A Technological Approach" (Tom Evitts); (8) "The Isosceles Triangle: Making Connections with the TI-92" (Karen Flanagan, Ken Kerr); and (9) "Mathematically Modeling a Traffic Intersection" (Jon Wetherbee). (ASK) the science curriculum should include, but impoverished in time and money to create real programs for students that reflect these guidelines effectively. This handbook is designed to assist teachers and administrators in charting a course through the maze of new national and state standards, benchmarks, and frameworks. Part I is intended to familiarize readers with key documents in science education reform so that they can decide which documents they want to spend more time on, then move ahead in the planning process. This section, comprised of four chapters, is written from the viewpoint of an imaginary writer living in the 21st century, when the reforms have been successfully implemented. Chapter 1 puts current initiatives into historical perspective; chapter 2 describes each of the major documents; chapter 3 discusses the common vision of all of the reform programs; and chapter 4 explores the metaphor of a House of Science to represent the knowledge, abilities, and attitudes that students develop as they become scientifically literate. Part II contains 3 chapters and relates the vision and goals of these key reform documents to the GEMS series. Chapter 5 describes how the GEMS series supports reform goals; chapter 6 discusses building a curriculum with GEMS units; and chapter 7 provides suggestions for engaging in local curriculum planning. This document contains five appendices which include House of Science Transparency Masters for use in presentations to the education community. (PVD)

The book is divided into three parts with 21 chapters. Part 1, "The Meaning and Importance of Spirit," contains: (1) "The Spiritual Legacy of Maria Montessori"; (2) "What Does 'Spirituality' Mean"; (3) "The Differences between 'Spirituality' and 'Religion'"; (4) "Comparing 'Spirit' and 'Soul'"; and (5) "The Child - The Essence of Spirituality." Part 2, "The Spiritually Aware Adult," includes: (1) "Nourishing the Spirit of the Teacher"; (2) "Support for Deepening Spirituality"; and (3) "Community for Teachers." Part 3, "Ideas for Children in Non-Sectarian Settings," offers: (1) "Cultivating Stillness"; (2) "Wonder - the Leaven of Spirituality"; (3) "Experiencing Wonder in the Classroom"; (4) "The Spiritual Meaning of Cosmic Education"; (5) "Care of the Earth - A Spiritual Way of Life"; (6) "The Spiritual Roots of Peace Education"; (7) "Children's Inner Peace and Love"; (8) "Peace in the Classroom Community"; (9) "The School as a Family/Global Community"; (10) "Spirituality and the Arts"; (11) "Controlling Advertising in the Environment"; (12) "What about God?"; and (13) "Explaining Spiritual Nurture to Parents." An appendix, bibliography, and recommended resources conclude the text. (EH)

ED 423 157 SO 028 398

Nowicki, Joseph John; Meehan, Kerry F.
Interdisciplinary Strategies for English and Social Studies Classrooms: Toward Collaborative Middle and Secondary Teaching.
PUB DATE- 97
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Area Studies; Fused Curriculum; Global Approach; High Schools; *Integrated Activities; *Interdisciplinary Approach; *Language Arts; Middle Schools; Secondary Education; *Thematic Approach; Unified Studies Curriculum

This book presents nearly 50 interdisciplinary strategies to link social studies and English classes around common themes. The book is designed for the changing classrooms of middle school and high school learners. The strategies are designed to offer a continuum of student-centered activities for a one day lesson to a semester's length. Each lesson identifies subject-specific factual, conceptual, and skill-based material. Common objectives for establishing student expectations, outcomes, and specific strategies for assessment are included. The book is designed to blend educational theory and action in the classroom. The six chapters include: (1) "Introduction"; (2) "Creating a Model"; (3) "Short-Term Themes"; (4) "Unit-Length Interdisciplinary Themes"; (5) "Year-Long Themes"; and (6) "Conclusion." (Contains a bibliography and an index.) (EH)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Legislation; Instructional Leadership; Legal Problems; *Principals; *School Administration; *School Law; *Secondary Education; Secondary Schools
IDENTIFIERS- West Virginia

This study assesses the impact of selected variables on the legal knowledge of 136 secondary school principals in the state of West Virginia. The variables selected for study include: (1) training; (2) teaching; (3) experience; (4) administrative experience; and (5) school district size. Analysis revealed that selected variables in this study had little or no impact on the legal knowledge of secondary school principals. The author recommends that secondary school principals be more familiar with practical approaches taken by his/her state's laws in relevant areas. A questionnaire was mailed to each of the 136 secondary school principals with two follow-up mailings yielding an 88 percent response rate. (Author/EH)

ED 423 183 SO 028 601

Marquis, Alice Goldfarb
Jazz Goes to College: Has Academic Status Served the Art?
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Popular Culture Association/American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Jazz; *Music; Music Activities; Musical Composition; *Popular Culture; *Popular Music

This paper recounts the history of jazz music in the United States and its passage from despised, marginal entertainment to the solid respect conferred by academe. The author asserts that such respect has little to do with music and a great deal to do with class, race, jobs, and money. The first extracurricular college jazz band at North Texas State College in 1947 has since moved to tenured chairs in music departments. The author and other researchers caution that the very vibrancy of jazz may be swaddled inside the velvet cage of academic music which may threaten its very existence. (EH)

second and third grade bilingual class and a first-through third-grade learning disabled and behavior disordered class in an at-risk elementary school along with a heterogeneous fourth-grade class in a neighboring Midwest suburban community. An experience-based fine arts program was created for the targeted students. Based on the evaluation methods developed by the researchers, student self-assessments, and teacher observations, it was concluded that the participating students learned more terminology and principles in each of the arts areas, increased their levels of appropriate behaviors when engaged in fine arts activities, and developed a greater appreciation of the arts. Cooperative learning skills also were practiced with a rise of student self-confidence and self-esteem levels noted during the intervention period. (EH)

ED 423 208 SO 029 252

The Great War. Teaching Materials .
PUB DATE- 96
NOTE- 341p.; Posters not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *European History; North American History; Primary Sources; Secondary Education; Social History; Social Studies; Teaching Guides; War; World History; *World War I

This package of teaching materials is intended to accompany an eight-part film series entitled "The Great War" (i.e., World War I), produced for public television. The package consists of a "teacher's guide," "video segment index," "student resource" materials, and approximately 40 large photographs. The video series is not a war story of battles, soldiers, troop movements, although some of these are included. Rather, the series captures the people in their roles, lives, feelings, thoughts, ambitions, hopes and experiences. The teacher's guide and the accompanying student materials are designed to provide the context and guidance to help both teachers and students understand what World War I was like and what it meant to those affected by it. The videos are a series of eight, 60-minute productions that include actual period film footage, photographs, and other primary sources. Also included are quotes from and interviews with people associated with this conflict and present-day historians. The curriculum package includes eight instructional models, each of which contains the following elements: concepts and themes; key generalizations and ideas; student learning expectations; background discussion; chapter overviews and background; lesson plan suggestions; enrichment activities; additional post-viewing questions; and reproducible student resource worksheets. Included along with the curriculum package is a time line poster, period posters, and period photographs. (RJC) had students develop expressions of concern for stages in their student teaching practicum; and continued discussion by asking students to reflect and write upon which stage best represented their growth at any moment during student teaching. Student teachers were expected to comprehend the stages of concern as an approach to facilitating change and apply the stages of concern to an educational innovation. (SM)

ED 423 228 SP 038 151

Dunne, Faith; Honts, Frank

"That Group Really Makes Me Think!" Critical Friends Groups and the Development of Reflective Practitioners.

PUB DATE- 98

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Collegiality; Elementary Secondary Education; Group Experience; Professional Development; *Reflective Teaching; Self Directed Groups; *Teacher Collaboration; Teachers; Teaching Skills

IDENTIFIERS- *Learning Communities

Research suggests a strong association between the existence of professional learning communities within schools, increases in the effectiveness of practice, and improvement in student achievement. This paper describes the National School Reform Faculty (NSRF), a professional development program at the Annenberg Institute for School Reform at Brown University. It is based on three assumptions: the new paradigm of professional development provides the best way for school people to make changes required by the new expectations for teaching; professional learning communities can be deliberately created and sustained by people inside the schools; and training and support can reduce the fragility of collegial structures. All schools within a Coalition of Essential Schools were invited to join, and 75 schools with 90 Critical Friends Group (CFG) coaches were accepted. Participants committed themselves to working in small CFGs of faculty and administrators toward self-defined goals for improved student learning. The Annenberg Institute committed itself to training and supporting coaches. Despite variability among CFGs, there were common developmental stages, including considering the CFG an oasis where educators could collaborate with colleagues; using member time to strengthen approaches to teaching and strengthen understanding of how students learn; and addressing fundamental questions about teaching. Factors that were influential in helping or inhibiting CFGs from moving to more complex levels included internal group dynamics, administrative structure, school culture, and access to resources. (Contains 16 references.) (SM)

school districts. The proportion of minority students in the 100 largest school districts was almost double the proportion of minority students in all districts (65% compared to 36%). Among schools that reported eligibility for free lunches, 45% of the students in the 100 largest school districts were eligible for free lunch, compared to 33% of all students in reporting states. Current expenditures per student in the 100 largest school districts ranged from a low of $2,417 in Puerto Rico to a high of $10,925 in the Newark (New Jersey) public schools. Among the 20 largest school districts, 7 have increased in size by over 20% since 1986. Conversely, Detroit (Michigan), Chicago (Illinois), and Puerto Rico have experienced declines in membership since 1986. Twelve appendixes present supplemental tables of data about enrollment and staffing. (Contains 26 tables.) (SLD)

Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Numerical/Quantitative Data (110)

DESCRIPTORS- Decision Making; Education Majors; *Educational Assessment; Educational Environment; Educational Planning; Elementary Secondary Education; Grading; Higher Education; Methods Courses; *Performance Based Assessment; Self Evaluation (Individuals); Standardized Tests; *Student Evaluation; Tables (Data); *Teacher Education; Teacher Evaluation; *Test Construction; Test Use

In view of the curriculum revision that has become increasingly common in teacher education, "Assessment in the Classroom" has been designed to fit a variety of curriculum arrangements. Because of its modest length and price and its focus on the assessment needs of regular classroom teachers, it can be the core text in brief or full-length assessment courses, or can be used to teach the assessment unit in educational psychology courses or the assessment component of integrated methods courses. The following chapters are included: (1) "The Classroom as an Assessment Environment"; (2) "Assessment in Planning and Delivering Instruction"; (3) "Formal Assessment: Teacher-Made Tests"; (4) "Performance Assessment"; (5) "Grading Pupil Performance"; and (6) "Standardized Achievement Tests." The special purpose of this text is to show how assessment principles apply to the full range of teacher decision making, from organizing the class, to planning and conducting instruction, to the formal evaluation of learning, and finally grading. Built into the text are discussions of comprehensive assessment, validity and reliability, and practical guidelines with discussions of teacher thinking. References follow each chapter. (Contains 21 figures and 47 tables.) (SLD) items than in the grade 8 science items. DIF indices for grade 8 range from 0.02 to 0.56, while for grade 5 they range from 0.02 to 0.33. Adolescence, which affects eighth graders more strongly than fifth graders, may emphasize gender differences because of the development of secondary sex characteristics. Implications of these findings are discussed. (Contains 32 references, two tables, and four figures.) (SLD)

energy efficient houses for the desert. Results show that in both conditions students develop shared criteria in the sense that, as a group, they evaluate pieces of evidence to support their designs. However, the collaborative condition makes the need to evaluate alternatives visible to students. This increase in visibility may partially account for the increase in principled selection among alternatives in the collaborative condition. This effect appears to be strongest for students who do not distinguish between ideas such as heat and temperature. Ultimately, building shared criteria, through collaboration for some students and through autonomous activities for others, can scaffold students as they become more autonomous critical thinkers. (Contains two figures.) (SLD)

ED 423 301 TM 029 109

Beck, Klaus; Heinrichs, Karin; Minnameier, Gerhard; Parche-Kawik, Kirsten
Homogeneity of Moral Judgment? Apprentices Solving Business Conflicts.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Business; Conflict; Decision Making; *Moral Values; *Problem Solving; *Value Judgment; Vocational Education; *Young Adults
IDENTIFIERS- Kohlberg (Lawrence); *Kohlberg Moral Dilemmas

In an ongoing longitudinal study that started in 1994, the moral development of business apprentices is being studied. The focal point of this project is a critical analysis of L. Kohlberg's thesis of homogeneity, according to which people should judge every moral issue from the point of view of their "modal" stage (the most frequently used stage of moral reasoning) regardless of any situation-specificity. Empirical data, even Kohlberg's own, however, show that an individual's judgments are usually spread around her/his modal stage. This is not necessarily due to measurement error, but may also be interpreted as a situation-specific variation that could be described by the hypothesis of "moral segmentation." This paper presents results on the status of moral development of apprentices in the business context within different types of situations. At the beginning of the study, the sample consisted of 3 classes from a vocational school: 29 female and 35 male apprentices between 17 and 24 years of age. In 1995 and 1996 two new classes of students were added, and classes will be added for 2 more years. Contrary to Kohlberg's theory, results seem to support the hypothesis of segmentation. The data reflect a great amount of intra-individual variability unaccounted for by the concept of "structured wholeness." (Contains 2 tables and 20 references.) (Author/SLD)

homophobia, sexism, and ablism (the attitudes that deny the disabled equal rights and opportunities). In the British context, "Black" is used in this book to refer to various peoples whose skin color indicates a non-European ancestry. Relevant theory and research are discussed, and examples of good practice in teaching children to unlearn discrimination are given. The following chapters are included: (1) "Not Too Young To Learn"; (2) "Anti-Discriminatory Practice Is Good Practice"; (3) "Learning the Anti-Discriminatory Way"; (4) "Language Matters"; (5) "Not Too Young To Decide?"; (6) "Building Bridges"; (7) "Not Too Old To Learn"; and (8) "Resourcing for Equality." The resources chapter includes suppliers of positive images, supportive organizations, and some relevant videos. A bibliography of 129 sources is included. (SLD)

program, which could be transformed into quality bilingual education by implementing the recommendations from the evaluation. These included the fostering of more positive attitudes towards the cultures and native languages of the bilingual students (mostly, but not exclusively Spanish speaking), fostering positive attitudes toward U. S. culture, suggestions for increased parent participation, and specific suggestions for the improvement of curriculum and instructional strategies. (Contains 2 tables and 53 references.) (SLD)

ED 423 336   UD 032 540

Green, Robert L.
Ownership, Responsibility and Accountability for Student Achievement. Report of the African American Community Education Partnership Summit (San Francisco, CA, November 13-17, 1997).
PUB DATE- 98
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; *Black Students; Church Role; Community Involvement; *Counseling; Disadvantaged Youth; *Educational Improvement; Educational Planning; Elementary Secondary Education; Minority Groups; Test Use; Urban Schools; *Urban Youth
IDENTIFIERS- African Americans; *San Francisco Unified School District CA

The San Francisco Unified School District (SFUSD) Summit that focused on the education and academic achievement of African American students was unique because the school district and the African American community came together as partners to seek ways to improve the educational status of African American students. This report tells the story of the efforts of business leaders, community activists, educators, students, parents, and politicians who came together in the summer and fall of 1997 to develop a plan to increase the reading and mathematics skills of African American students in the SFUSD. The report begins with a challenge from the SFUSD superintendent, which is followed by highlights of counseling issues affecting African American students in public schools. The Systemic Approach to Counseling emerged as a powerful tool for helping African American youth deal with their social situations. In addition, a discussion of test scores enlightened conference attendees about the various standardized tests used by schools and colleges to determine admission. A panel discussion on how the religious and business community can support students in the SFUSD came next. This panel and subsequent discussions brought out the "Each one, reach one" way for the city's churches to become involved in the education success of students in their communities. Business leaders spoke about how to apply for jobs and discussed ways for African American students to gain internships and other school work experiences. The report also explains how the new school system will provide learning centers for all SFUSD African American students from kindergarten through grade 12, and it records ways in which parents and churches will become involved with the education of these students. The report explains the form and structure that the district's new initiatives will take. One appendix contains Robert L. Green's position paper on African American reading and mathematics achievement and the other two list program participants and authors. (Contains 39 references.) (SLD)

Kathleen; Warner, Chris; Sirin, Selcuk; Weaver, Monica
Increasing Ethical Sensitivity to Racial and Gender Intolerance in Schools: Development of the REST (Racial Ethical Sensitivity Test).
SPONS. AGENCY- Philip Morris Inc., New York, NY.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Codes of Ethics; *Cultural Awareness; Ethical Instruction; *Ethics; Graduate Students; Graduate Study; Higher Education; Minority Groups; *Moral Values; *Racial Attitudes; Racial Discrimination; *Test Construction

An effort to develop a measure of ethical sensitivity to acts of racial and gender intolerance that occur in school settings is described. The rationale and theory on which the instrument is based is derived from the work of J. Rest (1983) that outlines four psychological components of morality: (1) ethical sensitivity; (2) moral judgment; (3) moral motivation; and (4) moral action. The goal of the development effort was to present videos containing ethical dilemmas that an educator might encounter in a professional situation. Three focus groups, primarily female African American or Latin American students, and a playwright helped develop the scenarios. An interview protocol was developed from a semi-structured interview used in the Dental Ethical Sensitivity Test (M. Bebeau and J. Rest, 1982). A pilot study was conducted with eight female and one male graduate students who saw the scenarios and responded to the interview protocol. In all, 24 interview protocols were transcribed to help develop a scoring manual. Comparisons of ethical codes from some professional organizations are presented for various aspects of ethical behavior. (Contains 2 tables and 15 references.) (SLD)

ED 423 355 UD 032 570

Trotter, Jennie C.; Jones, LaTuan T.
Create Peace Now. The Peace Project: An In-School Suspension Program for Middle and High School Students with Violent Behaviors.
PUB DATE- 98
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Patterns; Conflict Resolution; Curriculum; Disadvantaged Youth; *High School Students; High Schools; *In School Suspension; Intermediate Grades; Junior High Schools; Middle Schools; *Prevention; School Safety; Stress Variables; Urban Schools; Urban Youth; *Violence
IDENTIFIERS- Atlanta Public Schools GA; *Middle School Students; *Peace Education

The Peace Project was initiated in 1993 by the Wholistic Stress Control Institute in conjunction with three schools to develop an intervention for middle school students who were repeatedly suspended for violent behaviors. It is an in-school suspension program for violent youth. The project provides training and services in conflict resolution, stress management, and peace education in a 9-hour program. The program is a comprehensive, Abbey, Cherie D., Ed.

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(110) Numerical/Quantitative Data

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The Value of Cost Functions for Policymaking and Institutional Research. AIR 1998 Annual Forum Paper.	26p.	L1	ED 422 813
The Vicarious Learner: Helping Students "Listen In" To Learn.	7p.	L1	ED 422 865
Videoconferencing Training beyond the Keypad: Using the Interactive Potential.	6p.	L1	ED 422 863
Waiting for the Words of Annie Ray.	10p.	L1	ED 422 583
We Are What We See: The Family Conditions for Modeling Values for Children.	13p.	L1	ED 423 061

AA - ERIC Processing and Reference Facility

AA001301	ED422459

CE - Adult, Career, and Vocational Education

CE076499	ED422460
CE076895	ED422461
CE076905	ED422462
CE076906	ED422463
CE076907	ED422464
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CE077041	ED422509
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CE077050	ED422512//
CE077053	ED422513
CE077055	ED422514
CE077058	ED422515//
CE077063	ED422516

SP - Teaching and Teaching Education (continue)

SP038161	ED423235
SP038162	ED423236
SP038163	ED423237//
SP038164	ED423238

TM - Assessment and Evaluation

TM027749	ED423239
TM028278	ED423240
TM028334	ED423241
TM028852	ED423242
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TM028973	ED423244
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TM028979	ED423249//
TM028982	ED423250//
TM028984	ED423251//
TM028986	ED423252//
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TM028990	ED423255
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TM029063	ED423265//
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CE077075	ED422526
CE077092	ED422527
CE077101	ED422528
CE077102	ED422529
CE077106	ED422530

CG - Counseling and Student Services

CG028555	ED422531
CG028567	ED422532
CG028568	ED422533
CG028597	ED422534
CG028604	ED422535
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CG028657	ED422550//
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CG028661	ED422554
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CG028668	ED422556//
CG028669	ED422557
CG028670	ED422558

CS - Reading, English, and Communication

CS013262	ED422559
CS013263	ED422560
CS013264	ED422561
CS013266	ED422562
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CS013268	ED422564
CS216434	ED422565
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CS216442	ED422568//
CS216446	ED422569
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CS216452	ED422573
CS216453	ED422574

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TM029103	ED423296
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TM029106	ED423299
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TM029113	ED423305
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TM029197	ED423309
TM029198	ED423310
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TM029200	ED423312
TM029201	ED423313
TM029227	ED423314
TM029228	ED423315
TM029229	ED423316
TM029230	ED423317

UD - Urban Education

UD032490	ED423318
UD032518	ED423319
UD032519	ED423320
UD032521	ED423321
UD032522	ED423322
UD032523	ED423323
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UD032525	ED423325
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UD032528	ED423328
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UD032542	ED423337//
UD032543	ED423338//
UD032544	ED423339
UD032545	ED423340
UD032546	ED423341
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UD032558	ED423345
UD032559	ED423346
UD032560	ED423347
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UD032567	ED423352
UD032568	ED423353
UD032569	ED423354

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CS509893	ED422597
CS509894	ED422598
CS509895	ED422599

EA - Educational Management

EA028853	ED422600
EA028918	ED422601
EA028983	ED422602
EA029034	ED422603
EA029123	ED422604
EA029140	ED422605
EA029151	ED422606
EA029216	ED422607
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EA029222	ED422609
EA029226	ED422610
EA029232	ED422611//
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EA029236	ED422613//
EA029256	ED422614
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EA029258	ED422616
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EA029312	ED422631//
EA029313	ED422632//
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EA029315	ED422634
EA029318	ED422635

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UD032573	ED423357//

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EA029354	ED422667
EA029355	ED422668
EA029356	ED422669
EA029357	ED422670
EA029628	ED422671

EC - Disabilities and Gifted Education

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EC306595	ED422673//
EC306600	ED422674//
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EC306643	ED422684
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EC306650	ED422688
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EC306653	ED422691
EC306654	ED422692//
EC306655	ED422693
EC306656	ED422694//
EC306657	ED422695//
EC306658	ED422696//

EC306660	ED422697//
EC306661	ED422698
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EC306672	ED422700
EC306676	ED422701
EC306679	ED422702
EC306680	ED422703
EC306683	ED422704
EC306684	ED422705
EC306685	ED422706
EC306686	ED422707
EC306688	ED422708
EC306689	ED422709
EC306691	ED422710
EC306692	ED422711

EF - Eric Facility

EF005082	ED422712

FL - Language and Linguistics

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FL025231	ED422714
FL025380	ED422715//
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FL025386	ED422718
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FL025446	ED422744
FL025451	ED422745
FL025452	ED422746
FL025465	ED422747
FL025466	ED422748
FL025469	ED422749
FL025472	ED422750

HE - Higher Education

HE031346	ED422751

HE031347	ED422752
HE031348	ED422753
HE031349	ED422754
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HE031351	ED422756
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HE031557	ED422799
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HE031560	ED422802
HE031561	ED422803
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HE031590	ED422832

IR - Information and Technology

IR018966	ED422833
IR018975	ED422834
IR018976	ED422835
IR018977	ED422836
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IR019014	ED422873
IR019015	ED422874
IR019016	ED422875
IR019017	ED422876

IR019018	ED422877
IR019019	ED422878
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IR019023	ED422882
IR019024	ED422883
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IR019026	ED422885
IR019027	ED422886
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IR019100	ED422902
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IR019102	ED422904//
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IR019408	ED422906
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IR057185	ED422982//
IR057186	ED422983//
IR057187	ED422984//
IR057188	ED422985//
IR057189	ED422986//
IR057190	ED422987//

JC - Community Colleges

JC980375	ED422988
JC980376	ED422989
JC980377	ED422990
JC980380	ED422991
JC980381	ED422992
JC980387	ED422993
JC980388	ED422994
JC980389	ED422995
JC980390	ED422996
JC980391	ED422997
JC980392	ED422998
JC980393	ED422999
JC980394	ED423000
JC980396	ED423001

JC980397	ED423002
JC980398	ED423003
JC980399	ED423004
JC980400	ED423005
JC980401	ED423006
JC980403	ED423007
JC980404	ED423008
JC980406	ED423009
JC980407	ED423010
JC980408	ED423011
JC980409	ED423012
JC980410	ED423013
JC980411	ED423014
JC980413	ED423015
JC980415	ED423016

PS - Elementary and Early Childhood Education

PS024242	ED423017
PS025283	ED423018
PS025348	ED423019
PS025793	ED423020
PS025795	ED423021
PS026056	ED423022//
PS026068	ED423023//
PS026619	ED423024
PS026641	ED423025
PS026704	ED423026
PS026715	ED423027
PS026731	ED423028
PS026732	ED423029
PS026733	ED423030
PS026735	ED423031
PS026737	ED423032
PS026747	ED423033
PS026748	ED423034
PS026757	ED423035//
PS026766	ED423036//
PS026767	ED423037//
PS026777	ED423038
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PS026789	ED423040
PS026790	ED423041
PS026791	ED423042//
PS026800	ED423043
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PS026825	ED423045
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PS026866	ED423048
PS026869	ED423049
PS026870	ED423050
PS026871	ED423051
PS026873	ED423052
PS026874	ED423053
PS026876	ED423054
PS026877	ED423055
PS026878	ED423056
PS026879	ED423057
PS026894	ED423058//
PS026897	ED423059
PS026898	ED423060
PS026899	ED423061
PS026900	ED423062

PS026901	ED423063
PS026902	ED423064//
PS026903	ED423065//
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PS026916	ED423068
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PS026961	ED423081
PS026969	ED423082
PS026979	ED423083//
PS027322	ED423084
PS027323	ED423085

RC - Rural Education and Small Schools

RC021634	ED423086
RC021635	ED423087
RC021636	ED423088//
RC021637	ED423089//
RC021639	ED423090//
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RC021653	ED423100
RC021654	ED423101
RC021659	ED423102
RC021660	ED423103
RC021661	ED423104
RC021663	ED423105
RC021665	ED423106
RC021666	ED423107
RC021684	ED423108
RC021685	ED423109

SE - Science, Mathematics, and Environmental Education

SE060407	ED423110
SE061416	ED423111
SE061602	ED423112
SE061631	ED423113
SE061633	ED423114//
SE061635	ED423115
SE061656	ED423116
SE061665	ED423117
SE061690	ED423118
SE061701	ED423119
SE061709	ED423120

SE061720	ED423121
SE061723	ED423122
SE061725	ED423123
SE061726	ED423124
SE061727	ED423125
SE061728	ED423126
SE061729	ED423127
SE061730	ED423128
SE061731	ED423129//
SE061734	ED423130
SE061735	ED423131
SE061738	ED423132//
SE061740	ED423133
SE061755	ED423134
SE061757	ED423135
SE061758	ED423136
SE061773	ED423137
SE061774	ED423138
SE061775	ED423139
SE061785	ED423140
SE061786	ED423141
SE061787	ED423142
SE061788	ED423143
SE061789	ED423144
SE061790	ED423145
SE061791	ED423146
SE061792	ED423147

SO - Social Studies/Social Science Education

SO026226	ED423148
SO026811	ED423149
SO027441	ED423150//
SO027982	ED423151
SO028227	ED423152
SO028350	ED423153
SO028375	ED423154
SO028379	ED423155
SO028380	ED423156
SO028398	ED423157//
SO028481	ED423158
SO028488	ED423159//
SO028489	ED423160//
SO028490	ED423161//
SO028491	ED423162
SO028492	ED423163
SO028503	ED423164
SO028512	ED423165
SO028514	ED423166//
SO028515	ED423167//
SO028516	ED423168//
SO028533	ED423169//
SO028549	ED423170
SO028551	ED423171
SO028552	ED423172
SO028554	ED423173
SO028555	ED423174
SO028562	ED423175
SO028576	ED423176
SO028579	ED423177
SO028585	ED423178
SO028589	ED423179
SO028590	ED423180
SO028597	ED423181

SO028600	ED423182
SO028601	ED423183
SO028692	ED423184
SO028693	ED423185
SO028896	ED423186//
SO028934	ED423187
SO028935	ED423188
SO028936	ED423189
SO028937	ED423190
SO028965	ED423191
SO028991	ED423192
SO029091	ED423193
SO029183	ED423194
SO029184	ED423195
SO029185	ED423196
SO029186	ED423197
SO029187	ED423198
SO029188	ED423199
SO029190	ED423200
SO029194	ED423201
SO029196	ED423202
SO029215	ED423203
SO029216	ED423204
SO029217	ED423205
SO029224	ED423206
SO029229	ED423207
SO029252	ED423208
SO029273	ED423209//
SO029363	ED423210
SO029640	ED423211
SO029726	ED423212
SO030679	ED423213

SP - Teaching and Teaching Education

SP038121	ED423214
SP038128	ED423215
SP038129	ED423216
SP038130	ED423217
SP038131	ED423218
SP038132	ED423219
SP038133	ED423220
SP038134	ED423221
SP038135	ED423222
SP038139	ED423223
SP038147	ED423224
SP038148	ED423225
SP038149	ED423226
SP038150	ED423227
SP038151	ED423228
SP038152	ED423229//
SP038154	ED423230
SP038155	ED423231
SP038157	ED423232//
SP038158	ED423233//
SP038160	ED423234